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UNIVERSITY OF NORTH CAROLINA
EXTENSION BULLETIN

VOL. XLI AUGUST, 1961 No. 1

HIGH SCHOOL WORLD PEACE STUDY AND SPEAKING PROGRAM

"THE ACHIEVEMENTS AND THE PROSPECTS OF THE UNITED NATIONS"

Compiled by
E. R. RANKIN

Peace Handbook
1961-1962

THE UNIVERSITY OF NORTH CAROLINA PRESS

CHAPEL HILL MCMLXI

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PURPOSE AND POLICY

By Oscar K. Merritt, *Mount Airy, N. C.*

Business Man, Originator of this Program

The boys and girls in our high schools today, tomorrow must take over the leadership, not only of our own nation, but to a large extent of the entire world.

Has any generation ever faced so great a responsibility?

Are we giving our young people the information and training they will need?

The purpose of this Program is to stimulate interest and furnish information on the problems of World Peace. We aim to reach not only high school pupils, but through them the masses of our people, upon whose collective conviction eventual World Peace must hinge.

> "The sum total of the common sense of the common people is the greatest and soundest force on earth."—*Thomas Jefferson.*

High schools are in position to lead public thinking in their communities. Therefore, this Program of study and public speaking on World Peace is being offered to the high schools of our State and the nation.

The Program supports no one controversial thesis, but presents various points of view in unbiased consideration.

All persons and organizations desiring peace are invited and urged to help promote this Program in the high schools of their communities.

"For I dipt into the future, far as human eye could see,
Saw the Vision of the world, and all the wonder that would be;

"Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;

"Heard the heavens fill with shouting, and there rain'd a ghastly dew
From the nations' airy navies grappling in the central blue;

"Far along the world-wide whisper of the south-wind rushing warm,
With the standards of the peoples plunging thro' the thunder-storm;

"Till the war-drum throbb'd no longer, and the battle-flags were furl'd
In the Parliament of man, the Federation of the world.

"There the common sense of most shall hold a fretful realm in awe,
And the kindly earth shall slumber, lapt in universal law."

From *Locksley Hall*

By Alfred, Lord Tennyson

FOREWORD

The University Extension Division of the University of North Carolina takes pleasure in announcing the Sixteenth Annual High School World Peace Study and Speaking Program. This Program exists for the purpose of encouraging the study and discussion of ways and means of building and maintaining just and lasting peace.

Two hundred and three high schools took part in the Program of 1946-47 on the subject: "Is World Government the Path to Peace?", 189 high schools entered the Program of 1947-48 on the subject: "How Can the United Nations Be Strengthened?"; 182 high schools entered the Program of 1948-49 on the subject: "What is the Responsibility of the United States in World Affairs?"; 200 high schools entered the Program of 1949-50 on the subject: "Building World Peace in the Atomic Age: What Are the Responsibilities of the United States in the United Nations and in the Atlantic Pact?"; 192 high schools entered the Program of 1950-51 on the subject: "How Can We Help to Build World Peace in the Atomic Age?"; 223 high schools entered the Program of 1951-52 on the subject: "Building World Peace: What Is the Responsibility of the United States in the Light of Communist Aggression?"

Two hundred and forty-four high schools entered the Program of 1952-53 on the subject: "Building World Peace: What Have Been the Achievements and What Are the Prospects of the United Nations?"; 202 high schools entered the Program of 1953-54 on the subject: "Building World Peace: How Can the United Nations Prevent Communist Aggression and Preparation for Aggression?"; 193 high schools entered the Program of 1954-55 on the subject: "The Role of the United Nations in the Building of World Peace"; 175 high schools entered the Program of 1955-56 on the subject: "The Future of the United Nations in Helping to Build World Peace"; 177 high schools entered the Program of 1956-57 on the subject: "The United Nations—Its Problems and Opportunities"; 143 high schools entered the Program of 1957-58 on the subject: "The United Nations in the Search for World Peace"; 149 high schools entered the Program of 1958-59 on the subject: "The Role of the United Nations in the Modern World"; 136 high schools entered the Program of 1959-60 on the subject: "The United Nations in the Space Age"; and 138 high schools entered the Program of 1960-61 on the subject: "The United Nations and World Peace."

The central topic for this year's Program is: "The Achievements and the Prospects of the United Nations." The students should study the material available and should present their respective points of view on the subject.

This Program has received endorsement by many organizations, by five Governors and two State Superintendents of Public Instruction, and by the North Carolina General Assembly of 1947.

Appreciation is expressed to Oscar K. Merritt, originator of the Program, and to those whose addresses, articles, or other materials appear in reproduced form in the handbook.

The attention of all who are interested is invited to the Rules and Suggestions which outline procedures which may be followed.

E. R. Rankin
Director of the Program

RULES AND SUGGESTIONS

1. This Program is open to all high schools which will conduct it in accord with its basic intent and principles.

2. The Program shall be sponsored in each high school either by the school itself or by a suitable organization or individual acceptable to the local school administration.

3. The high school principal should appoint one member of the faculty as supervisor of the Program in the school.

4. Each participating high school should encourage as many as possible of its students to study the literature available and to write speeches on the subject specified.

5. It is strongly recommended that the Peace Handbook be assigned for special study or as a special project in connection with suitable high school courses. The vast majority of the participating high schools have used the Peace Handbook in connection with one or more of the following courses: English, History, Social Studies, Public Speaking, Government, Sociology, Civics, and Dramatics.

6. Each school shall select, by fair and suitable methods, not less than three nor more than six of its students to speak in a final public local contest. This selection is usually based first on required papers on the subject and second on speaking ability of the students.

7. Each speech shall be not less than 6 minutes nor more than 12 minutes in length.

8. Each contestant shall prepare and deliver his own speech. He shall be entitled to oral assistance in preparation of the speech and in practicing delivery, and may use materials from any source available. All speeches must be the original composition of the individual student, and all quoted materials must be duly acknowledged. Contestants are usually permitted to have their papers before them as they speak.

9. Each high school administration and each sponsor should enlist the aid of local churches, civic organizations, the press, radio, and all other suitable mediums to publicize the contest.

10. The final public speaking contest in each school shall be held at the earliest convenient date within the school year 1961-62. (The contest date is left flexible to accommodate the Peace Program to use in connection with courses of study.)

11. The winner in each contest shall be selected by a suitable committee of judges.

12. The University of North Carolina Extension Division at Chapel Hill shall supervise the Program and serve as a "clearing house," preparing and distributing background materials and ordering for the sponsors the "World Peace" Gold Keys to be presented to the winners.

13. Each registering school shall fill out the proper registration blank and send it, accompanied by the registration fee ($5.00 for North Carolina schools and $7.50 for schools outside North Carolina) to the University Extension Division at Chapel Hill. The University Extension Division will supply the school with 10 copies of the Handbook and the "World Peace" Gold Key. From various adult civic clubs or other groups

in the city or county, sponsors can be secured readily in most instances and in all such cases the sponsors will provide the fee. At the same time, the school can pay the registration fee from its own funds. In any event, the interest of adult clubs and other groups and organizations within the community is to be enlisted to the maximum extent possible.

14. At the conclusion of the speaking contest, each school shall send to the University Extension Division at Chapel Hill a report of results, giving the name of the winner, the estimated attendance, the number of speakers, and a copy of the winning speech.

15. The school administration and the sponsor shall use all suitable means for publicizing the results of the contest, such as having outstanding speeches published in full in the local press and broadcast over the radio. Special efforts should be made to arrange for the contestants to deliver their speeches before various local adult groups and organizations.

16. At the public contest, the presiding officer should explain the primary objective of the Program.

17. It is felt that, in the judging of speeches, consideration should be given particularly to content, organization, and delivery. As a very general guide, it is suggested: (1) that the judges place 50 per cent value on content of the speech (with emphasis on logical, well-thought-out material directly related to the subject); (2) that they place 25 per cent value on organization of material (with emphasis on logical and literary arrangement); and (3) that they place 25 per cent value on delivery.

18. The "World Peace" Gold Key should be presented to the winner immediately after the decision has been announced.

19. In so far as local methods of procedure are concerned, these rules may be revised, when necessary, to fit the local situation.

ENDORSEMENT BY GOVERNOR TERRY SANFORD

To High School Principals, Teachers and Students:

It is with pleasure that I accept the opportunity afforded me by E. R. Rankin, Director of the High School World Peace Study and Speaking Program, to extend my greetings to the students who will participate in the speaking program.

It is highly important that the students of North Carolina fully appreciate both the tensions and the potentials of international relationships. It is especially appropriate in a year in which the United States and all the Free World face crises in the divided streets of Berlin, in the jungles of Laos and along the shores of North Africa. Our President has shown the world that the United States is willing to go to Vienna to negotiate but he has also made it abundantly clear to the Kremlin that the United States will never go to Munich to appease.

I am pleased to learn of the interest of the students of North Carolina in these important matters for they are the ones who would have to fight in any future war and they are the ones who will benefit most if President Kennedy is able to achieve his quest for peace and freedom around the globe.

Sincerely,
TERRY SANFORD
Governor of North Carolina

August 9, 1961

ENDORSEMENT BY STATE SUPT. CHARLES F. CARROLL

To High School Principals and Teachers
Greetings:

The pace of history accelerates. Changes which now occur within a relatively brief span of time would have extended over decades only a few generations ago. The dynamics of emerging nationalism around the world embrace both hope and challenge.

The United Nations is one of the best instruments now available to mankind for maintaining peace and perspective and for giving desirable shape and direction to history in the making. The subject for the 1961-62 High School World Peace Study and Speaking Program is "The Achievements and the Prospects of the United Nations." This subject is particularly timely and deserves thorough and judicious consideration.

I am pleased to commend this Program and I am confident that all who participate in it will profit.

Sincerely yours,
CHAS. F. CARROLL
State Superintendent of Public Instruction

July 14, 1961

THE UNITED NATIONS AS THE GUARDIAN OF PEACE

(Excerpts from an address by Ambassador Adlai E. Stevenson, U. S. Representative to the United Nations, at a luncheon given by Mayor Robert F. Wagner of New York City at New York, N. Y., on March 2, 1961.)

It was just fifteen years ago this very week that I arrived in New York from London with the first wave of the United Nations staff to set up headquarters and get into business. So today brings back many memories of my early days with the United Nations—at the San Francisco Conference where the Charter was written—in London where I was chief of the United States delegation and the organization was created and organized, and the permanent site here in New York was chosen.

No one has thanked or abused me for bringing the United Nations to New York, and no one should. I maintained a noble impartiality. And it was the hardest job I ever had. San Francisco, Boston, Philadelphia, Chicago, all sent their mayors and delegations to cold, war shattered London. Even the Black Hills of South Dakota was a bidder for the headquarters. And all the nations wanted to know what I thought. It was my moment of greatest power—and I had to keep still, which at best has never been easy for me!

But, at last, it was not San Francisco, or London, or Paris or Geneva—but New York—our greatest city, our great front door, which was chosen as the building site for that other city—the City of Man, which is called the United Nations.

As you read the newspapers and watch the television screen you must wonder nervously how the building is coming along. I cannot bring you as cheerful news on that subject as I would like, but neither do I bring any words of despair.

In a few years the membership of the United Nations has doubled. Many of the new members were not independent even five years ago. Their sudden independence is the greatest political transformation of history. And the inevitable strains and conflicts have been compounded by the rise of communism to challenge the West, which has dominated the world for so long.

Many of these newer nations will participate in the World's Fair, I trust. It is important for them as for the city to enlighten us about these new nations and thereby to further the cause of peace through understanding.

Even in my short time here I have come to see the importance of the relationship of New York and the ambassadors, officials, and lesser and equally important staffs. The United Nations has never made a greater claim on the attention and imagination of its host city than it does now. The demand is not merely for entertainment and hospitality, but for all the friendly acts and services of good neighbors. It is our duty as citizens—and our privilege and pleasure as well—to do these things, not alone for the sake of our country's relations, but also because, in doing so, each of us adds something to the spirit of community which the United Nations needs in order to function. I might add that whoever does these things, and does them well, cannot fail, in the process, to learn much of interest.

New York has the privilege of being host to mankind's sole common instrument of politics—the United Nations. And in recent months, I fear, it must have seemed again and again a dubious, even dangerous privilege. Angry, hostile crowds have added immeasurably to the burdens of the police. Recent wild outbursts in the Security Council itself brought the tensions of our angry world into the very heart of our city—which has tensions enough of its own.

Daily reports of crisis, confusion and massacre are thrust at the average citizen at his breakfast table and, channeled to him through what should be—hopefully—an instrument of peace, all this must at times make the part of host seem a discouraging, even distasteful, responsibility.

But if discouragement is our first superficial reaction, I think it is a false one, for I believe that what is happening, day by day, at the United Nations—here at the very heart of this great city—is just about the most challenging, the most original, even the most exhilarating work being done by men today.

I

Let us get the perspective straight. In the second half of this Twentieth Century, we are living through an historical experience which, in all the annals of man, has proved desperately difficult. This experience is the disintegration of one pattern of imperial power and the establishment of new political facts and relationships and power centers in its place. Whenever such changes occur—the really big changes which resemble some vast seismic disturbance in the earth's political crust—the inevitable outcome is disorder, catastrophe, civil conflict and war.

Europe lapsed into barbarism after the fall of Rome. Britain's advance into India followed the crumbling and collapse of the Mogul Empire. In China, where man's longest documented record covers the fortunes of his oldest continuous body politic, the rise and fall of imperial dynasties has a rhythm of almost majestic fatality, each new empire rising on the anarchy and ruins of the last and then, in its own turn, falling away.

Times of imperial collapse are always times of trouble. And we are living through the greatest of such disintegrations today. In fifteen short years, the dominion which Western Europe exercised over most of Asia and Africa until the morrow of the Second World War has all but vanished. All Asia has emerged from colonial or semi-colonial control. Africa is in the violent throes of the same process. I doubt if empire on such a scale has ever ended at such breakneck speed. If history is our guide, so rapid and so vast a disintegration must bring the risk of confusion thrice confounded.

And history leaves us in little doubt about the kind of disorder we are likely to endure. We may expect to see new powers jostling to take over the influence and control of the outgoing imperial governments. We may expect to see such efforts sparking local violence and driving it in an outward spiral towards general war. And we may expect, behind local crises and dangers, a general deterioration in international good will, a general increase in distrust and hostility.

Such dangers have marked the collapse of empire before. They mark it now. So the turbulence we see day by day in the world at large—and reflected back to us through the United Nations—is neither surprising nor new. We should and must expect it. And we must get used to it—we who suffer from having had things our way for so long, we are shocked and hurt when other people don't share our views or question our motives. We judge ourselves by our motives; others by their actions.

II

What *is* both surprising and new is what the United Nations is trying to *do* about these risks. Now we come to the wholly new chapter in history, the chapter that gives us at least a marginal hope of escaping the dread fatalities of earlier days. To me, I confess, it is a matter of exhilaration that here, here in America, in the newest of continents and in the midst of perhaps the most far reaching experiment in free, unimperial government, a new start should be under way in the management of human affairs, a new experiment to defeat and annihilate the set historical patterns and deadlocks of the past.

Here at the United Nations the effort is being made to confront the old fatalities of collapsing empires and put in their place wholly new approaches to the dilemmas of our time. It is only when we realize how new they are, how radical, how revolutionary, that we can have any idea of the potential value, the profound historical significance of what is being attempted at the United Nations, here in New York.

What we are attempting to do today at the United Nations is to roll back every one of the great historical fatalities which, in the past, have made the ending of empire the most perilous condition for the survival of society. We are trying to end the dreary cycle of imperialisms by which the outgoing masters are quickly replaced by new ones who come quickly in to fill the vacuum of power.

The principle which President Wilson declared has since become one of mankind's greatest aspirations—the self-determination of peoples. In the Western world, in this century, the attempt has been made for the first time in history to outlaw imperialism.

This is new. Like all new things, it is difficult. But at least in the last decade, as we have seen the United Nations grow from fifty to nearly a hundred nations, we must admit that for millions of God's children a first step towards freedom has been taken—the step which recognizes their right, their inalienable right, to be free.

But the dangers and the dilemmas press in. We have done something new in proclaiming the right of small peoples not to be run by other, more powerful states. We have decreed and welcomed the end of colonialism. Indeed, it was in these United States that the first practical steps were taken to raise the principle of anti-colonialism from a hope to a fact. The shot that echoed round the world from Lexington echoes on to this day.

But have we ensured that our new faith can be fully and irrevocably expressed in works? Hitherto, as I have said, the ending of one imperialism has usually spelled for the small and the weak, the beginning of a

new. Are we doing better today? The principle may be new. Is the practice equally so?

This to me is the most urgent issue at stake in Africa today. Do the new nations, sometimes irresolute, sometimes wobbly, know how much they need us in their period of transition to genuine independence? Or are they blinded by their new nationalism, their hatred of the colonialism of the past, both of which are so skillfully exploited by the propaganda of others who are not trying to help them achieve genuine independence and stability? Was it Alexander Hamilton who said that even to be neutral required a stable government?

The old colonial system is crumbling. Britain has largely withdrawn, leaving viable new societies behind. The French have helped to bring a large new family of states into the United Nations. But in the Congo, the transfer of power has thrown the area into that kind of civil commotion which, in the past, has been the more usual end of imperial control. Here, then, the great question is: can we, having seen one form of colonialism end, prevent another from being established?

When we in America give our support to the ending of all outside intervention, we mean something definite and practical. We believe that Belgium should complete its withdrawal. We believe that no other foreign power should come thrusting in, especially the new imperialism of the Soviet Union.

In the Congo, we seek a solution which brings together and reconciles the Congo's own leaders and forestalls the threatening civil war in which outside intervention would be inescapable. And we do this, not because we have any designs on Central Africa, but because we don't: because we oppose with all our conviction and experience the risk that after seeing Western colonialism go, Africa will see Communist imperialism come.

Clearly, only one body can prevent this ancient fatality of simply swapping one control for another. It is the United Nations, consulting closely with its Afro-Asian members, and barring outside intervention from whatever side.

This is our first aim—to put a genuine end to outside imperial control. Our second stems from it—to prevent local disputes from spiraling into general war. Here, again, we do not have to look far back into history to see the kind of tragedy we must at all costs avert.

At the turn of the last century, Turkish imperial power crumbled in the Balkans. Czarist Russia on the one hand, Austria-Hungary on the other pressed in to take its place. In the small, emergent Balkan states, local factions looked to Moscow or Vienna—as in Africa today they may look to Moscow or Paris or Brussels—or Washington. The defeat of local Balkan leaders began to take on the aspect of a defeat for the powers which backed them. Two small local wars were contained. Then, in 1914, a bullet killed an archduke—as a bullet, this unhappy winter, killed Lumumba. And men stood helplessly by and watched until all the world was engulfed in the horrors of war.

This must not happen now. Africa is the Balkans of today. Any outside power seeking to manipulate its griefs and searchings and first fumbling efforts to stand alone risks bringing down on Africa and on the world the dread possibility of nuclear destruction. Is this really what

Mr. Khrushchev has in mind when he demands the withdrawal of the United Nations force and suggests instead that the Congo should become—as the Balkans once were—the cockpit first of rival factions, then of rival interventions, and finally of a spreading, consuming, horrifying general conflict?

III

I cannot believe that any statesman conscious of the dread brink upon which all humanity stands can seek to widen the crisis. The United Nations must instead damp down the fires of civil war and reconcile the rival leaders. And in this task, the other African states have a role of immense significance to play, for if they can bring their great influence to bear on the various centers of power in the Congo—on Leopoldville, on Elizabethville, on Stanleyville—we may yet see reconstituted a Congo state which, with full U. N. backing, can withdraw itself from the terrifying risks of outside intervention.

I know it is not easy to reverse the fatalities of history. We are on a melancholy road, which again and again mankind has trodden flat with legions of men marching to destruction. In the Congo today, in Laos, potentially in any area of conflict and civil disturbance, almost nothing is new. The conflicts are old, the rival suspicions and jockeyings for position are old, the brute struggle for power is as old as man himself. And we know where they have always led—to war and death.

But today one thing *is* new. It is the United Nations effort to attempt to apply peaceful procedures and rational solutions even to the most aggravated and envenomed of political crises. On a dark scene, in a dark time of troubles, New York's guest, the United Nations, is proclaiming by deed as well as word that men can live, not by violence and brute strength, but, at last, by reason and law.

And also I would say to our own people: support the United Nations with your approbation, your sympathetic attention and your prayers. To the smaller powers, especially the emergent states of Africa, I would repeat that the United Nations is of first interest above all to weaker states, since, without it, they have no ultimate protection against the force of more powerful and predatory governments.

And to the Soviet Union I would say: there are laws of history more profound and inescapable than the laws dreamed up by Marx and Lenin, laws which belong not to class relationships or stages of economic development, but to the nature and destiny of man himself. Among these laws is the certainty that war follows when new empires thrust into the collapsing ruins of the old. So stay your ambitions. Think twice about your interventions. Allow the new principles of international order—the right of peoples to determine their *own* destiny—to operate in Africa without your pressure from without. Do not sabotage the only institution which offers an alternative to imperialism. Do not look backward to mankind's evil inheritance of violence. Look forward to a world where the United Nations can be the forum and guardian of peace.

Let us, therefore, leave the rivalries and the imperialisms behind and strive together for the world where nations can be both secure and free.

A NEW LOOK AT THE UNITED NATIONS

(Excerpts from an address made by Joseph J. Sisco, Director, Office of United Nations Political and Security Affairs, as carried in The Department of State Bulletin, volume 45, pages 158-163, July 24, 1961.)

I want to discuss with you the question of the capacity of the United Nations to act—to take and implement political decisions today and in the days ahead. To achieve any balanced assessment we must focus on limitations as well as capacities, for it is a painful truth that the image of the United Nations has perhaps suffered in the United States as much from those who have tended to overestimate its utility as from doom-and-gloom pessimists who see in each new crisis the cataclysmic end of the organization.

To achieve any balanced assessment we must concern ourselves with the underlying and fundamental forces and development which are fast remolding the world and its institutions, which are affecting the United Nations' ability to act decisively on behalf of peace and security, to prevent and ameliorate disputes through peaceful means, and to meet the needs and problems of the newly emergent nations.

Changing View of the U.N.

There are limits to United Nations action, and it is good that the American people realize this today. No longer is international organization viewed as a panacea or a cure-all as it tended to be viewed in the roseate days of the San Francisco conference. We have learned that the search for an all-purpose formula is illusory.

No longer is the view strongly held that the United Nations stands aloof, unaffected by basic considerations of power politics. We have come to realize more fully that as a voluntary association of sovereign and equal states the United Nations' ability to act is limited to the consensus which can be mobilized.

We have come to realize more clearly than before that, with the universalization of communications and man's ascent to outer space graphically showing the interdependence of nations, international organization today is a necessity and that the United Nations must be able to act quickly in given instances if peace—even uneasy peace—is to be achieved and preserved.

We are fully aware that changes in voting alinements have taken place and that this is principally a reflection of the fundamental change in the power balance represented by the shift from American predominance with the atomic bomb to a period of mutual deterrence.

We have come to the painful but mature realization that international problems are often susceptible of only modest solutions—rarely complete or ideal solutions. We have tended therefore to apply to the United Nations a more realistic yardstick of evaluation based on the valid assumption that "politics is the art of the possible."

And finally we know more than ever that the effectiveness of the United Nations and its ability to take and implement important decisions depends in great measure on the leadership of the United States.

The United Nations is not a substitute for policy. It is an organization in which states pursue their own national interests through peace-

ful means. It is an organization in which we must continue to pursue our own national interests with vigor, determination, resoluteness, firmness, and with all the resources of diplomacy and statesmanship at our command. To do otherwise would be to give our adversaries the opportunity to shape the organization in their own image.

And if the United Nations is to continue to serve our interests and those of the free world and the cause of peace, we must redouble our efforts to strengthen its capacity to act.

U.N.'s Capacity to Deal with Aggression

First is the U. N.'s ability to resist aggression. Over the years there have been two schools of thought regarding the role of the organization in meeting aggression collectively from whatever source. There are those who have maintained resolutely that the United Nations is basically limited to a role in the field of pacific settlement.

And there are those who maintain that peace cannot be maintained unless the United Nations is in fact the central instrument of an effective, universal, collective security system.

We cannot make any final judgment on this question in 1961, just sixteen short and perilous years after the signing of the Charter. In exploring the perimeters of the problem, there are three kinds of situations to consider: general aggression, limited overt aggression, and indirect aggression.

In order to avoid the holocaust of general war and protect our own security, the United States must place primary reliance on its own nuclear deterrent and on such regional defense organizations as NATO. This is the reality of our times and should not be blurred by symbolism or rhetoric. The role of the United Nations, symbolic or otherwise, in the event of a general conflict would depend on the source as well as the circumstances of aggression.

We know, too, that the United Nations has played a significant role in limited war, of which Korea is an example. For all of its imperfections, it is well to remind ourselves that in 1950 for the first time in history collective action through an international organization did work successfully on the battlefield by repelling Communist aggression and without resort to global war.

But what of indirect aggression, which today is probably a more serious threat than general war or limited overt aggression? Today open adventurism is increasingly debarred as being too risky. The Soviets support so-called "wars of liberation," the Communist ideological cloak for indirect aggression. The challenges in Laos and in the Congo are of this character.

If we can agree that in its sixteen short years the United Nations has dealt reasonably well with armies marching across borders, what about its role in situations which are often ambiguous, often a mixture of internal and external elements, and not easily defined in classical terms of aggression?

There is no easy answer. Our approach must be pragmatic. What are the possibilities?

The United Nations can help to elucidate the problem and provide the basis for action. It is unlikely that the United Nations could achieve agreement on the definition of indirect aggression any more than it has been able to define overt aggression. To attempt to do so does not appear to be a fruitful exercise. But it has not been silent on this subject. And it has already provided a pragmatic yardstick which members can use to judge circumstances. The Essentials of Peace Resolution of 1949 called upon every nation: "to refrain from any threats or acts, direct or indirect, aimed at impairing the freedom, independence, or integrity of any state, or at fomenting civil strife and subverting the will of the people in any state." The Peace Through Deeds Resolution of November 17, 1950, reaffirmed that: ". . . whatever the weapons used, any aggression, whether committed openly, or by fomenting civil strife in the interest of a foreign power, or otherwise, is the gravest of all crimes against peace and security throughout the world."

The United Nations has done more. In the Congo, where things are looking better these days, serious civil war with large-scale military involvement has been averted because the executive and operational arm of the world organization has been able to act quickly and effectively.

There will undoubtedly be other Congos, and through such *ad hoc* United Nations operations we may arrive at some criteria of acceptable multilateral intervention designed to assist countries concerned through periods of disorder and to prevent unilateral outside incursions involving dangers of war. And in doing so, as in the Congo, the national interest of the United States, the free world, and the cause of peace is being served.

Development of U.N. Secretariat

We know that the Soviets are now seeking to inject their veto over the United Nations Secretariat. This is an attempt to reduce the United Nations to ineffectiveness.

The Soviet attack is not surprising. From the beginning of the United Nations the Security Council was frustrated by the abuse of the veto. As a result, the United States pressed the "Acheson plan," which resulted in the adoption of the Uniting for Peace Resolution in 1950. This reflected a shift of institutional activity from the Security Council to the General Assembly, an attempt to marshal the United Nations' resources under Article 10 of the Charter so that the Assembly could act, including the use of armed force, within twenty-four hours of the veto. A further shift, this time to the Office of the Secretary-General, followed in the years after 1955, when the sixty-nation U. N. increased to about eighty and subsequently to its present total of ninety-nine. As the Assembly became more cumbersome, as a two-thirds consensus became more difficult to achieve, more and more was "turned over to Dag."

The shift of focus to the Secretary-General's office gained by leaps and bounds in two major crises. In the Suez crisis, Secretary-General Hammarskjold and his staff, within the framework of the broad and loosely constructed mandate, played an unprecedented role in bringing about the withdrawal of forces, in clearing of the Suez Canal, and in the establishment of the United Nations Emergency Force, which today con-

tinues to help maintain quiet along the armistice demarcation lines, in Gaza and in Sharm-el-Sheikh.

The Congo operation of the United Nations represents the capstone to date in the development of the Office of the Secretary-General. It was the first case in United Nations history in which there was full application of Article 99 of the Charter, according to which "the Secretary-General may bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security." It is under this article that Security Council proceedings on the Congo were started. And since the beginning of the United Nations operation in the Congo, the Secretary-General, operating as the agent of the Security Council and General Assembly in fulfillment of United Nations resolutions, has had to act with great skill in uncharted areas. If the United Nations operation in the Congo can bring about more permanent tranquility, if it can achieve reconciliation among various political elements, if it can help the Congolese to govern themselves. if it can continue to fill the political vacuum and therefore keep the cold war out of Africa, the cause of peace will have been served.

This helps to explain why the U.S.S.R. has sought to substitute a three-headed directorship of the United Nations in place of the Office of the Secretary-General. The "troika" has become a fundamental Soviet policy—confirmed once again by Mr. Khrushchev in his TV speech last Thursday (June 15)—the reassertion of the veto by the Soviet Union over actions by all international organizations.

There is no doubt of the parliamentary ability of the United States to block in the United Nations the U.S.S.R.'s proposal for a three-headed directorship of the United Nations. Nevertheless, the injection of this issue is to be regretted because it can only retard rather than promote agreement on crucial questions.

U.N.'s Capacity to Achieve Peaceful Settlements

There is a second area in which the capacity of the United Nations to act affects United States and free-world interests and the cause of peace. It is in the field of pacific settlement.

The peacemaking record of the United Nations is not unimpressive for a fledgling organization of sixteen years which was conceived in preatomic days, has withstood the strains and scars of cold war, and faces today the opportunities of outer space. There have, of course, been failures by the United Nations to solve certain international difficulties. At the same time it is clear that without the United Nations the failures would probably still have been written as failures into history, and without this organization the successes in peaceful settlement could probably not have been achieved. Many problems referred to the United Nations, often after bilateral remedies have been exhausted, contain the seeds of war. While some of the crises continue in a dangerous stage, in many instances the trend has been reversed.

It is axiomatic that nations in conflict with each other can sometimes afford to do vis-a-vis the United Nations what they think they

cannot afford to do in their relations with each other: make concessions in their policies without fear of losing face. The Secretary-General, as designer of the face-saving formula, personifies both the neutral nations and "the political voice of mankind" and partakes of the influence they exert in the General Assembly. There is no doubt of the continuing need of an impartial element which the United Nations and the Secretary-General represent. Both small and big powers alike have a deep interest in maintaining the United Nations as a bridge between the colossi, a buffer which softens the sharp cleavages which arise, and as a safety valve to let off steam when the political boiler is about to burst the thermometer of international affairs.

New tests lie ahead. The United Nations has been the catalyst in helping the new African states achieve their independence. They can be expected to turn to the United Nations not only to help meet their economic needs, to help build their nations, but also to protect their independence, to help resolve boundary disputes, and to guard their human rights.

In all of this the impartial ground provided by the United Nations is essential. Moreover, there is much more that can be done by the United Nations in waging preventative diplomacy. If the instrumentality of the United Nations "presence" can be applied with prudence, it provides a versatile means for successful preventative medicine in areas where the big powers have no overriding reasons to compete directly but where, in the absence of an international tripwire, they might be tempted to step in. It can take the form of a civil field commission with a political function such as the United Nations Commission on Korea, whose prior presence in Korea made it possible to report promptly the facts of Communist aggression; it may be a group of military observers such as the United Nations Truce Supervisory Organization in Palestine, which today helps maintain an uneasy peace there; it could be a subcommittee of the Security Council such as was sent to Laos in 1959 by a procedural vote of the Council; it might be a single person designated by and representing the Secretary-General in Jordan in 1958; or it might be United Nations personnel, in the capacity of advisers and administrators of assistance, who can keep the United Nations informed of trouble spots and potential disputes.

Ambassador Stevenson has characterized the United Nations as "the most influential international body ever known: the greatest hope for the just and peaceful settlement of disputes and for the defeat of aggression." The United Nations is admittedly imperfect, but nevertheless it is an indispensable instrument.

Until the present time it was possible to assume that, if the diplomats failed in the pursuit of policy, the generals could take over. War was regarded as an accepted method in international relations, as a means other than diplomacy of achieving objectives of national policy. Today this alternative to diplomacy seems no longer to exist. This places a very high premium on the peaceful approach to the settlement of international disputes. It places a high premium on diplomacy and statesmanship.

THE UNITED NATIONS

(Excerpts from an address by Harlan Cleveland, Assistant Secretary of State for International Organization Affairs, before the American Society of International Law at Washington, D. C., on April 29, 1961.)

When the United Nations was created in 1945, it was designed for accommodation among the great powers in an atmosphere of consultation with the smaller ones. Power rested in the Security Council whose five permanent members could veto any important action. That is what the Soviets wanted and what they fought for at Dumbarton Oaks and at San Francisco. To a large extent it was what the United States wanted. It is clearly in the interests of great powers to deal directly with each other if, in fact, they could. As it turned out, they could not. They needed a good many small powers looking over their shoulders, encouraging them to get together on international operations reflecting their common concerns.

The most notorious consequence of the shift in emphasis to the General Assembly was this curious and wonderful process called parliamentary diplomacy. In a large and growing body of representatives of sovereign nations, none possessed of the veto, the complex devices of parliamentary government became the order of the day. For the most part, however, the debates, the struggle for votes, the sweeping resolutions on the great subjects have only a symbolic significance. Those who have no patience with this action—or appearance of action—fail to realize that the universal acceptance of parliamentary procedure in itself constitutes a major triumph for the most Western of all institutions.

Contrary to the predictions of some experts, the United Nations did not degenerate into a powerless forum. Rather it evolved some remarkably sophisticated means of influencing world events. The General Assembly acquired a taste for action which the great powers on the Security Council had to recognize. For the United States and the United Kingdom, this was never a serious problem. France has been less than enthusiastic. But for the Soviet Union, the cumulative power of the small nations is a serious obstacle, an obstacle both real and doctrinal.

In this context let us look at some facts about the life of the United Nations in the present stage of its evolution.

1. As we all know, the growing importance of the U.N., combined with rigid application of the one country-one vote principle, makes for increasing difficulty in mobilizing a two-thirds majority in the Assembly for sensible and moderate programs and policies. The presence of "swirling majorities" in the Assembly in turn raises the emotional temperature of the atmosphere in debates in the smaller councils, notably in the Security Council and the Trusteeship Council but to some extent in the Economic and Social Council as well.

2. However, the General Assembly's Resumed Session did demonstrate that it remains possible, even in a parliament of ninety-nine sovereign nations with twenty-five African states in attendance, to keep action (as differentiated from talk) under control. Despite our well-publicized difficulties in New York during the last few weeks, there was

literally no action item which was able to get a two-thirds majority in the General Assembly over the opposition of the United States delegation. The Arab bloc could not sell its proposal for an Alien Property Custodian in Palestine. The African States could not win on the issue of "target dates" for non-self-governing territories. The Mexican resolution on Cuba likewise failed to muster a two-thirds vote.

3. On the other hand, a two-thirds vote was put together for (a) the Latin American resolution on Cuba (somewhat watered down to be sure), (b) the financing of the Congo operation, (c) the exhortations to the Portuguese on Angola and to the Belgians on Ruanda Urundi, (d) the recommendation to admit Maruitania, (e) the approval and implementation of the plebiscite to split the Camercun trust territory, and (f) several non-controversial items including the U.S.-U.S.S.R. resolution which deferred General Assembly discussions on disarmament.

4. Thus in the actual event, the more irresponsible proposals were defeated and the most necessary actions were taken. The picture is by no means one of swirling majorities under the leadership of the Soviet Union defeating the U.S. at every turn. The U.S. is not being defeated at every turn; and the swirling majorities are far from being subject to Soviet leadership. Indeed, the Soviets do not operate in such a way as to exercise the influence they could in this forum, since they take a relatively extreme position on nearly every issue, often change their positions suddenly in the later stages of debate, and have not yet learned to use their financial influence in the U.N. (They could jeopardize the Congo operation far more by participating in its financing and then threatening to withdraw than by boycotting the agreed assessment from the outset.)

5. In the midst of all these stirring parliamentary events, highly significant executive operations are going on beneath the surface of the Assembly debates. The U.N. Emergency Force continues to sit on the Gaza Strip. The mediation machinery in the Middle East survives the April 20 Israeli parade in Jerusalem. Observers and "presences" are keeping alive some issues (like Hungary and South West Africa) that might otherwise be forgotten by the conscience of the world community. By far most important of all, the U.N. executive has been building its Congo force back up to nearly twenty thousand, in spite of earlier defections under Soviet pressure. Also, during this period, the U.N. is managing a sufficient show of firmness to convince the central Congolese government that the best way to avoid having the U.N. mixing in its affairs for the long run is to cooperate with it in the short run. At the same time, unnoticed and unsung, the U.N. Congo staff is conducting in the technical, economic and financial fields one of the world's largest civilian advisory operations.

6. In spite of all the talk about the devastating effects of the Soviet attack on the Secretary-General, that estimable executive clearly won the 1960-61 round in what will doubtless be a continuing fight. Khrushchev came in like a lion with his proposal last fall for a tripartite Secretary-General; Gromyko ascertained in March that in its present form this proposal was strictly no sale; and Zorin was duly instructed to go out like a lamb in April. The predicted timidity of the Secretariat, as a

result of the Soviet attack, has materialized among subordinates to some extent, but is not much in evidence in the Secretary-General's office.

These are lessons that can be derived from past experience. If we look now to the future of the United Nations, some additional facts of life are discernible.

7. There is hardly a major subject in international politics which does not have a United Nations angle, presently or prospectively. To put the same thought another way, nearly every major matter handled by every Foreign Office in the world has to be handled both in bilateral diplomatic channels and in the multilateral channels of international organization.

8. Every United Nations matter (thus, by the definition I have just suggested, nearly every major matter of foreign policy) is sooner or later subjected to the full glare of international publicity. The United Nations has become a world news center rivaling and, on some subjects, upstaging the traditional news centers of London and Washington.

9. The United Nations and other international organizations are developing and can much further develop a capacity to take executive action on behalf of the world community as a whole. The unnoticed lesson of the past few weeks' events is the great potential importance to our national interest of these international operations. The Kennedy Administration inherited three prime trouble spots: the Congo, Laos, and Cuba. It is not without meaning that of these three, we have had to move backwards or sideways on Cuba and Laos, where no international field operation has been developed; but in the Congo the presence of a field operation maintained by an international organization has enabled us to move forward (by fits and starts, to be sure) precisely because the world community can "intervene in the name of non-intervention" while a single nation, however powerful, cannot. The development of the United Nations operational capability should now be a central target of American foreign policy.

III

When the Congo operation was begun by Security Council direction in the summer of 1960, the Soviet Union found its freedom of action severely curtailed by the opinion and pressures of the vast majority of the United Nations. The Soviets' only hope of penetrating the Congo lay in a bold move spearheaded by Communist advisers and diplomats in the Congo. When the large Soviet contingent was expelled from the Congo while Premier Khrushchev was en route to the United Nations headquarters, this hope dwindled fast. The Russians realized that the collective strength of the United Nations constituted a portentous threat to their global plans for indirect aggression. The weak, the poor, the unstable nations of the world had found a means of protecting themselves from competitive intervention by putting the United Nations in business to inject the elements of internal security, economic growth and political development.

While some of the antics of Premier Khrushchev at the General Assembly are familiar to the parliaments of Eastern Europe, many of them

must be ascribed to bafflement and frustration at this realization. The vicious attack on the Secretary-General is standard Communist tactics—but the famous tripartite proposal has an *ad hoc* ring to it that bears further examination.

In a speech before the General Assembly on September 23, Premier Khrushchev formulated his proposals for the tripartite system. He told the Assembly:

"We consider it reasonable and just for the executive organ of the United Nations to consist not of a single person—the Secretary-General—but of three persons invested with the highest trust of the United Nations persons representing the states belonging to the three basic groups I have mentioned. The point at issue is not the title of the organ but that this executive organ should represent the states belonging to the military bloc of the Western Powers, the socialist states and the neutralist states. This composition of the United Nations executive organ would create conditions for a more correct implementation of the decisions taken."

Another passage in the same speech received little attention but it is most revealing of the Soviet attitude to the United Nations. Premier Khrushchev said:

"Experience of the work of the United Nations has shown that this body is useful and necessary, because in it are represented all the states which are called upon to solve, through negotiation and discussion, the pressing issues of international relations so as to prevent them from reaching a point where conflicts and wars might break out. That is the positive aspect of the work of the United Nations. That, indeed, constitutes the main purpose of the creation of the United Nations."

In this passage we have the Soviet definition of collective security. It stops with negotiation and discussion.

As things turned out, the position of the Soviet delegation on the Congo was a most unhappy one. They started by voting in favor of three Security Council resolutions that put the Secretary-General firmly in business, with troops and civilian administrators, in the Congo. Then in mid-September, after their representatives had been thrown out of Leopoldville and Lumumba had been dismissed as Prime Minister, the Soviets proposed the removal of all U.N. troops from the Congo. In the Security Council, they used their veto to stave off a defeat on this proposition. Caught in a vise, they found themselves vetoing a resolution authored by an Asian nation, Ceylon, and an African nation, Tunisia, a resolution that urged the Secretary-General to carry out vigorously the earlier resolutions on the Congo which the Soviet Union had supported.

The issue then moved to the General Assembly under the "Uniting for Peace" resolution. Here the Soviets, lacking a veto, were really over a barrel. They didn't want to vote to strengthen the mandate of the Secretary-General on whom they were about to launch a massive attack. But they also didn't want to vote against the Congo operation for fear of offending the entire body of United Nations members, including the whole Afro-Asian group, which supported it. The final vote in the General Assembly on this crucial issue was seventy in favor, none against, and eleven abstentions, mostly the Soviets and their satellites.

IV

The issue of replacing the Secretary-General went even more poorly. The Soviet threat to withdraw recognition—the "freeze-out" they had used on Hammarskjold's predecessor, Trygve Lie—was not even carried out consistently by the Soviets and their satellites. The reply of the Secretary-General was itself a devastating blow. The Soviets' effort was doomed from the start and the Soviet delegates were defenseless before Hammarskjold's simple statement:

". . . Much more is at stake than this or that organization of the United Nations. Indeed, the United Nations has never been and will never be more than an instrument for member governments in their effort to pave the way towards orderly and peaceful coexistence. It is not the man, it is not even the institution, it is that very effort that has now come under attack."

Whenever this issue is thus clearly raised, it is quickly recognized as involving the very existence of the United Nations. Take the most recent effort to undermine the position of the Secretary-General. It came up during the General Assembly debate earlier this month on yet another Congo resolution. On April 15, Guinea proposed an amendment which would have replaced the words "Secretary-General" with the more general phrase "all authorities concerned." This crude attack on the immovable body of Dag Hammarskjold was overwhelmingly rejected by a vote of eighty-three to eleven, with only five members of the United Nations abstaining.

It is difficult to determine how much damage the Soviet attack on the Secretary-General has done to their pretension to being protector of the new nations. The point was driven home in President Kennedy's clear pronouncement that the United Nations is vital to the smaller nations. Ambassador Stevenson put it this way in the General Assembly:

"My own country, as it happens, is in the fortunate position of being able to look out for itself and for its interests, and look out it will. But it is for the vast majority of states that the United Nations has vital meaning and is of vital necessity. I call on those states to rise in defense of the integrity of the institution which is for them the only assurance of their freedom and their liberty, and the only assurance for all of us in the years to come."

This theme was echoed by nation after nation in the discussion that followed. Few of these comments missed the point that the clear intent of the Soviet proposal was to strip the United Nations of its capacity to act.

V

If the Russians lost the current round on this issue at the United Nations, they clearly have no intention of abandoning it. Tripartism has become a watchword of Soviet diplomacy in all organizations of the United Nations and elsewhere. They attack single administrators and propose three-headed executives in nearly every intergovernmental conference on almost any subject. They have demanded the addition of neutral states to the ten-nation Disarmament Committee. More serious

is the proposal put forward by the Soviet representative at the nuclear test talks in Geneva. This demanded replacing the single administrator envisioned for the nuclear test control organization by an Administrative Council of three members. The veto-fanged Cerberus called for in this case represents a serious retrogression, for the Soviet Union had earlier accepted the idea of a single administrator whose selection would be subject to approval by the United States, the United Kingdom and the Soviet Union.

The Soviet defeat on tripartism in the United Nations is a source of some comfort. But while the soundness of our own argument may cheer us in long midnight watches of the General Assembly, our solace will hardly contribute to the major foreign policy objective of an improvement in Communist-free world relations. To the contrary, if the Soviet argument is really an indefensible attempt to sabotage international organizations, their vigorous espousal of it is a cause for grave concern. Have the Russians just written off all forms of international cooperation? Not quite, but there is no doubt that the development of an operational capacity in international organizations, especially the United Nations, poses a challenge to these doctrines that the Communists have not yet resolved.

THE INTERNATIONAL CIVIL SERVANT

(Excerpts from an address by Secretary-General Dag Hammarskjold, of the United Nations, at Oxford University on May 30, 1961.)

It could perhaps be surmised that virtually no one at San Francisco envisaged the extent to which the members of the organization would assign to the Secretary-General functions which necessarily required him to take positions in highly controversial political matters. A few examples of these mandates in recent years will demonstrate how wide has been the scope of authority delegated to the Secretary-General by the Security Council and the General Assembly in matters of peace and security.

One might begin in 1956 with the Palestine armistice problem, when the Security Council instructed the Secretary-General "to arrange with the parties for adoption of any measures" which he would consider "would reduce existing tensions along the armistice demarcation lines." A few months later, after the outbreak of hostilities in Egypt, the General Assembly authorized the Secretary-General immediately to "obtain compliance of the withdrawal of foreign forces." At the same session he was requested to submit a plan for a United Nations Force to "secure and supervise the cessation of hostilities," and subsequently he was instructed "to take all . . . necessary administrative and executive action to organize this Force and dispatch it to Egypt."

In 1958 the Secretary-General was requested "to dispatch urgently an Observation Group . . . to Lebanon so as to insure that there is no illegal infiltration of personnel or supply of arms or other materiel across the Lebanese borders." Two months later he was asked to make forthwith "such practical arrangements as would adequately help in

upholding the purposes and principles of the Charter in relation to Lebanon and Jordan."

Most recently, in July, 1960, the Secretary-General was requested to provide military assistance to the central government of the Republic of the Congo. The basic mandate is contained in a single paragraph of a resolution adopted by the Security Council on 13 July, 1960, which reads as follows:

"*The Security Council*

. . . . . .

"2. *Decides* to authorize the Secretary-General to take the necessary steps, in consultation with the government of the Republic of the Congo, to provide the government with such military assistance, as may be necessary, until, through the efforts of the Congolese government with the technical assistance of the United Nations, the national security forces may be able, in the opinion of the government, to meet fully their tasks;"

The only additional guidance was provided by a set of principles concerning the use of United Nations Forces which had been evolved during the experience of the United Nations Emergency Force. I had informed the Security Council before the adoption of the resolution that I would base any action that I might be required to take on these principles, drawing attention specifically to some of the most significant of the rules applied in the UNEF operation. At the request of the Security Council I later submitted an elaboration of the same principles to the extent they appeared to me to be applicable to the Congo operation. A report on the matter was explicitly approved by the Council, but naturally it proved to leave wide gaps; unforeseen and unforeseeable problems, which we quickly came to face, made it necessary for me repeatedly to invite the Council to express themselves on the interpretation given by the Secretary-General to the mandate. The needs for added interpretation referred especially to the politically extremely charged situation which arose because of the secession of Katanga and because of the disintegration of the central government which, according to the basic resolution of the Security Council, were to be the party in consultation with which the United Nations activities had to be developed.

These recent examples demonstrate the extent to which the member states have entrusted the Secretary-General with tasks that have required him to take action which unavoidably may have to run counter to the views of at least some of these member states. The agreement reached in the general terms of a resolution, as we have seen no longer needs to obtain when more specific issues are presented. Even when the original resolution is fairly precise, subsequent developments, previously unforeseen, may render highly controversial the action called for under the resolution. Thus, for example, the unanimous resolution authorizing assistance to the central government of the Congo offered little guidance to the Secretary-General when that government split into competing centers of authority, each claiming to be the central government and each supported by different groups of member states within and outside the Security Council.

A simple solution for the dilemmas thus posed for the Secretary-General might seem to be for him to refer the problem to the political organ for it to resolve the question. Under a national parliamentary regime, this would often be the obvious course of action for the executive to take. Indeed, this is what the Secretary-General must also do whenever it is feasible. But the serious problems arise precisely because it is so often not possible for the organs themselves to resolve the controversial issue faced by the Secretary-General. When brought down to specific cases involving a clash of interests and positions, the required majority in the Security Council or General Assembly may not be available for any particular solution. This will frequently be evident in advance of a meeting and the member states will conclude that it would be futile for the organs to attempt to reach a decision and consequently that the problem has to be left to the Secretary-General to solve on one basis or another, on his own risk but with as faithful an interpretation of the instructions, rights and obligations of the organization as possible in view of international law and the decisions already taken.

It might be said that in this situation the Secretary-General should refuse to implement the resolution, since implementation would offend one or another group of member states and open him to the charge that he has abandoned the political neutrality and impartiality essential to his office. The only way to avoid such criticism, it is said, is for the Secretary-General to refrain from execution of the original resolution until the organs have decided the issue by the required majority (and, in the case of the Security Council, with the unanimous concurrence of the permanent members) or, maybe, has found another way to pass responsibility over on governments.

For the Secretary-General this course of action—or more precisely, non-action—may be tempting; it enables him to avoid criticism by refusing to act until other political organs resolve the dilemma. An easy refuge may thus appear to be available. But would such refuge be compatible with the responsibility placed upon the Secretary-General by the Charter? Is he entitled to refuse to carry out the decision properly reached by the organs, on the ground that the specific implementation would be opposed to positions some member states might wish to take, as indicated, perhaps, by an earlier minority vote? Of course the political organs may always instruct him to discontinue the implementation of a resolution, but when they do not so instruct him and the resolution remains in effect, is the Secretary-General legally and morally free to take no action, particularly in a matter considered to affect international peace and security? Should he, for example, have abandoned the operation in the Congo because almost any decision he made as to the composition of the Force or their role would have been contrary to the attitudes of some members as reflected in debates, and maybe even in votes, although not in decisions.

The answers seem clear enough in law; the responsibilities of the Secretary-General under the Charter cannot be laid aside merely because the execution of decisions by him is likely to be politically controversial. The Secretary-General remains under the obligation to carry out the policies as adopted by the organs; the essential requirement is

that he does this on the basis of his exclusively international responsibility and not in the interest of any particular state or groups of states.

This presents us with this crucial issue: is it possible for the Secretary-General to resolve controversial issues on a truly international basis without obtaining the formal decision of the organs? In my opinion and on the basis of my experience, the answer is in the affirmative; it is possible for the Secretary-General to carry out his tasks in controversial political situations with full regard to his exclusively international obligation under the Charter and without subservience to a particular national or ideological attitude. This is not to say that the Secretary-General is a kind of delphic oracle who alone speaks for the international community. He has available for his task varied means and resources.

Of primary importance in this respect are the principles and purposes of the Charter which are the fundamental law accepted by and binding on all states. Necessarily general and comprehensive, these principles and purposes still are specific enough to have practical significance in concrete cases.

The principles of the Charter are, moreover, supplemented by the body of legal doctrine and precepts that have been accepted by states generally, and particularly as manifested in the resolutions of U.N. organs. In this body of law there are rules and precedents that appropriately furnish guidance to the Secretary-General when he is faced with the duty of applying a general mandate in circumstances that had not been envisaged by the resolution.

Considerations of principle and law, important as they are, do not of course suffice to settle all the questions posed by the political tasks entrusted to the Secretary-General. Problems of political judgment still remain. In regard to these problems, the Secretary-General must find constitutional means and techniques to assist him, insofar as possible, in reducing the element of purely personal judgment. In my experience I have found several arrangements of value to enable the Secretary-General to obtain what might be regarded as the representative opinion of the organization in respect of the political issues faced by him.

One such arrangement might be described as the institution of the permanent missions to the United Nations, through which the member states have enabled the Secretary-General to carry on frequent consultations safeguarded by diplomatic privacy.

Another arrangement, which represents a further development of the first, has been the advisory committee of the Secretary-General, such as those on UNEF and the Congo, composed of representatives of governments most directly concerned with the activity involved, and also representing diverse political positions and interests. These advisory committees have furnished a large measure of the guidance required by the Secretary-General in carrying out his mandates relating to UNEF and the Congo operations. They have provided an essential link between the judgment of the executive and the consensus of the political bodies.

Experience has thus indicated that the international civil servant may take steps to reduce the sphere within which he has to take stands

on politically controversial issues. In summary, it may be said that he will carefully seek guidance in the decisions of the main organs, in statements relevant for the interpretation of those decisions, in the Charter and in generally recognized principles of law, remembering that by his actions he may set important precedents. Further, he will submit as complete reporting to the main organs as circumstances permit, seeking their guidance whenever such guidance seems to be possible to obtain. Even if all of these steps are taken, it will still remain as has been amply demonstrated in practice, that the reduced area of discretion will be large enough to expose the international Secretariat to heated political controversy and to accusations of a lack of neutrality.

The international civil servant must keep himself under the strictest observation. He is not requested to be a neuter in the sense that he has to have no sympathies or antipathies, that there are to be no interests which are close to him in his personal capacity or that he is to have no ideas or ideals that matter for him. However, he is requested to be fully aware of those human reactions and meticulously check himself so that they are not permitted to influence his actions. This is nothing unique. Is not every judge professionally under the same obligation?

If the international civil servant knows himself to be free from such personal influences in his actions and guided solely by the common aims and rules laid down for, and by, the organization he serves and by recognized legal principles, then he has done his duty, and then he can face the criticism which, even so, will be unavoidable. As I said, at the final last, this is a question of integrity, and if integrity in the sense of respect for law and respect for truth were to drive him into positions of conflict with this or that interest, then that conflict is a sign of his neutrality and not of his failure to observe neutrality—then it is in line, not in conflict with his duties as an international civil servant.

Recently, it has been said, this time in Western circles, that as the International Secretariat is going forward on the road of international thought and action, while member states depart from it, a gap develops between them and they are growing into being mutually hostile elements; and this is said to increase the tension in the world which it was the purpose of the United Nations to diminish. From this view the conclusion has been drawn that we may have to switch from an international Secretariat, ruled by the principles described in this lecture, to an intergovernmental Secretariat, the members of which obviously would not be supposed to work in the direction of an internationalism considered unpalatable to their governments. Such a passive acceptance of a nationalism rendering it necessary to abandon present efforts in the direction of internationalism symbolized by the international civil service—somewhat surprisingly regarded as a cause of tension—might, if accepted by the member nations, well prove to be the Munich of international cooperation as conceived after the First World War and further developed under the impression of the tragedy of the Second World War. To abandon or to compromise with principles on which such cooperation is built may be no less dangerous than to compromise with principles regarding the rights of a nation. In both cases the price to be paid may be peace.

PRESIDENT KENNEDY DISCUSSES THE BERLIN SITUATION

(Excerpts from an address which President John F. Kennedy made to the American people by radio and television on July 25, 1961.)

The immediate threat to free men is in West Berlin. But that isolated outpost is not an isolated problem. The threat is world-wide. Our effort must be equally wide and strong, and not be obsessed by any single manufactured crisis. We face a challenge in Berlin, but there is also a challenge in Southeast Asia, where the borders are less guarded, the enemy harder to find, and the danger of communism less apparent to those who have so little. We face a challenge in our own hemisphere, and indeed wherever else the freedom of human beings is at stake.

Let me remind you that the fortunes of war and diplomacy left the free people of West Berlin in 1945 one hundred and ten miles behind the Iron Curtain.

We are there as a result of our victory over Nazi Germany—and our basic rights to be there deriving from that victory include both our presence in West Berlin and the enjoyment of access across East Germany. These rights have been repeatedly confirmed and recognized in special agreements with the Soviet Union. Berlin is not a part of East Germany, but a separate territory under the control of the allied powers. Thus our rights there are clear and deep-rooted. But in addition to those rights is our commitment to sustain—and defend, if need be—the opportunity for more than two million people to determine their own future and choose their own way of life.

II

Thus, our presence in West Berlin, and our access thereto, cannot be ended by any act of the Soviet government. The NATO shield was long ago extended to cover West Berlin—and we have given our word that an attack in that city will be regarded as an attack upon us all.

For West Berlin—lying exposed one hundred and ten miles inside East Germany, surrounded by Soviet troops and close to Soviet supply lines, has many roles. It is more than a showcase of liberty, a symbol, an island of freedom in a Communist sea. It is even more than a link with the Free World, a beacon of hope behind the Iron Curtain, an escape hatch for refugees.

West Berlin is all of that. But above all it has now become—as never before—the great testing place of Western courage and will, a focal point where our solemn commitments stretching back over the years since 1945, and Soviet ambitions now meet in basic confrontation.

It would be a mistake for others to look upon Berlin, because of its location, as a tempting target. The United States is there; the United Kingdom and France are there; the pledge of NATO is there—and the people of Berlin are there. It is as secure, in that sense, as the rest of us—for we cannot separate its safety from our own.

I hear it said that West Berlin is militarily untenable. And so was Bastogne. And so, in fact, was Stalingrad. Any dangerous spot is tenable if men—brave men will make it so.

We do not want to fight—but we have fought before. And others in earlier times have made the same dangerous mistake of assuming that the West was too selfish and too soft and too divided to resist invasions of freedom in other lands.

We cannot and will not permit the Communists to drive us out of Berlin, either gradually or by force. For the fulfillment of our pledge to that city is essential to the morale and security of Western Germany, to the unity of Western Europe, and to the faith of the entire Free World. Soviet strategy has long been aimed, not merely at Berlin, but at dividing and neutralizing all of Europe, forcing us back to our own shores. We must meet our oft-stated pledge to the free peoples of West Berlin—and maintain our rights and their safety, even in the face of force—in order to maintain the confidence of other free peoples in our word and our resolve. The strength of the alliance on which our security depends is dependent in turn on our willingness to meet our commitments to them.

III

So long as the Communists insist that they are preparing to end by themselves unilaterally our rights in West Berlin and our commitments to its people, we must be prepared to defend those rights and those commitments. We will at all times be ready to talk, if talk will help. But we must also be ready to resist with force, if force is used upon us. Either alone would fail. Together, they can serve the cause of freedom and peace.

The new preparations that we shall make to defend the peace are part of the long-term build-up in our strength which has been under way since January. They are based on our needs to meet a world-wide threat, on a basis which stretches far beyond the present Berlin crisis. Our primary purpose is neither propaganda nor provocation — but preparation.

A first need is to hasten progress toward the military goals which the North Atlantic allies have set for themselves. In Europe today nothing less will suffice. We will put even greater resources into fulfilling those goals, and we look to our allies to do the same.

The supplementary defense build-ups that I asked from the Congress in March and May have already started moving us toward these and our other defense goals. They included an increase in the size of the Marine Corps, improved readiness of our reserves, expansion of our air and sea lift, and stepped-up procurement of needed weapons, ammunition, and other items. To insure a continuing invulnerable capacity to deter or destroy any aggressor, they provided for the strengthening of our missile power and for putting fifty per cent of our B-52 and B-47 bombers on a ground alert which would send them on their way with fifteen minutes warning.

These measures must be speeded up, and still others must now be taken. We must have sea and air lift capable of moving our forces quickly and in large numbers to any part of the world.

But even more importantly, we need the capability of placing in any critical area at the appropriate time a force which, combined with

those of our allies, is large enough to make clear our determination and our ability to defend our rights at all costs—and to meet all levels of aggressor pressure with whatever levels of force are required. We intend to have a wider choice than humiliation or all-out nuclear action.

While it is unwise at this time either to call up or send abroad excessive numbers of these troops before they are needed, let me make it clear that I intend to take, as time goes on, whatever steps are necessary to make certain that such forces can be deployed at the appropriate time without lessening our ability to meet our commitments elsewhere.

Thus, in the days and months ahead, I shall not hesitate to ask the Congress for additional measures, or exercise any of the executive powers that I possess to meet this threat to peace. Everything essential to the security of freedom must be done; and if that should require more men, or more taxes, or more controls, or other new powers, I shall not hesitate to ask them. The measures proposed today will be constantly studied, and altered as necessary. But while we will not let panic shape our policy, neither will we permit timidity to direct our program.

Accordingly, I am now taking the following steps:

(1) I am tomorrow requesting the Congress for the current fiscal year an additional $3,247 000,000 of appropriations for the Armed Forces.

(2) To fill out our present Army Divisions, and to make more men available for prompt deployment, I am requesting an increase in the Army's total authorized strength from 875,000 to approximately one million men.

(3) I am requesting an increase of 29,000 and 63,000 men respectively in the active duty strength of the Navy and the Air Force.

(4) To fulfill these manpower needs, I am ordering that our draft calls be doubled and tripled in the coming months; I am asking the Congress for authority to order to active duty certain ready reserve units and individual reservists, and to extend tours of duty; and, under that authority, I am planning to order to active duty a number of air transport squadrons and Air National Guard tactical air squadrons, to give us the air lift capacity and protection that we need. Other reserve forces will be called up when needed.

(5) Many ships and planes once headed for retirement are to be retained or reactivated, increasing our air power tactically and our sea lift, air lift, and anti-submarine warfare capability. In addition, our strategic air power will be increased by delaying the deactivation of B-47 bombers.

(6) Finally, some $1.8 billion—about half of the total sum—is needed for the procurement of non-nuclear weapons, ammunition and equipment.

The details on all these requests will be presented to the Congress tomorrow. Subsequent steps will be taken to suit subsequent needs. Comparable efforts for the common defense are being discussed with our NATO allies. For their commitment and interest are as precise as our own.

And let me add that I am well aware of the fact that many American families will bear the burden of these requests. Studies or careers will be interrupted; husbands and sons will be called away; incomes in

some cases will be reduced. But these are burdens which must be borne if freedom is to be defended—Americans have willingly borne them before—and they will not flinch from the task now.

VI

As signers of the U.N. Charter, we shall always be prepared to discuss international problems with any and all nations that are willing to talk—and listen—with reason. If they have proposals—not demands—we shall hear them. If they seek genuine understanding—not concessions of our rights—we shall meet with them. We have previously indicated our readiness to remove any actual irritants in West Berlin—but the freedom of that city is not negotiable. We cannot negotiate with those who say: "what's mine is mine and what's yours is negotiable." But we are willing to consider any arrangement or treaty in Germany consistent with the maintenance of peace and freedom, and with the legitimate security interests of all nations.

The world is not deceived by the Communist attempt to label Berlin as a hot-bed of war. There is peace in Berlin today. The source of world trouble and tension is Moscow, not Berlin. And if war begins, it will have begun in Moscow and not Berlin.

For the choice of peace or war is largely theirs, not ours. It is the Soviets who have stirred up this crisis. It is they who are trying to force a change. It is they who have opposed free elections. It is they who have rejected an all-German peace treaty, and the rulings of international law. And as Americans know from our history on our own old frontier, gun battles are caused by outlaws, and not by officers of the peace.

In short, while we are ready to defend our interests, we shall also be ready to search for peace—in quiet exploratory talks—in formal or informal meetings. We do not want military considerations to dominate the thinking of either East or West. And Mr. Khrushchev may find that his invitation to other nations to join in a meaningless treaty may lead to *their* inviting *him* to join in the community of peaceful men, in abandoning the use of force, and in respecting the sanctity of agreements.

While all of these efforts go on, we must not be diverted from our total responsibilities, from other dangers, from other tasks. If new threats in Berlin or elsewhere should cause us to weaken our program of assistance to the developing nations who are also under heavy pressure from the same source—or to halt our efforts for realistic disarmament—or to disrupt or slow down our economy—or to neglect the education of our children—then those threats will surely be the most successful and least costly maneuver in Communist history. For we can afford all these efforts, and more—but we cannot afford *not* to meet this challenge.

And the challenge is not to us alone. It is a challenge to every nation which asserts its sovereignty under a system of liberty. It is a challenge to all who want a world of free choice. It is a special challenge to the Atlantic Community—the heartland of human freedom.

We in the West must move together in building military strength. We must consult one another more closely than ever before. We must together design our proposals for peace, and labor together as they are

pressed at the conference table. And together we must share the burdens and the risks of this effort.

The Atlantic Community, as we know it, has been built in response to challenge: the challenge of European chaos in 1947; of the Berlin blockade in 1948, the challenge of Communist aggression in Korea in 1950. Now, standing strong and prosperous, after an unprecedented decade of progress, the Atlantic Community will not forget either its history or the principles which gave it meaning.

The solemn vow each of us gave to West Berlin in time of peace will not be broken in time of danger. If we do not meet our commitments to Berlin, where will we later stand? If we are not true to our word there, all that we have achieved in collective security, which relies on these words, will mean nothing. And if there is one path above all others to war, it is the path of weakness and disunity.

Today, the endangered frontier of freedom runs through divided Berlin. We want it to remain a frontier of peace. This is the hope of every citizen of the Atlantic Community; every citizen of Eastern Europe; and. I am confident, every citizen of the Soviet Union. For I cannot believe that the Russian people—who bravely suffered enormous losses in the Second World War—would now wish to see the peace upset once more in Germany. The Soviet government alone can convert Berlin's frontier of peace into a pretext for war.

The steps I have indicated tonight are aimed at avoiding that war. To sum it all up: we seek peace—but we shall not surrender. That is the central meaning of this crisis—and the meaning of your government's policy.

FIFTEENTH ANNIVERSARY OF THE UNITED NATIONS

(Excerpts from an address by Former Secretary of State Christian A. Herter at the celebration of the fifteenth anniversary of the United Nations at Washington, D. C., on October 28, 1960.)

The United Nations Charter takes its place in history beside the English Magna Carta and the American Declaration of Independence as one of the finest expressions of human aspirations. It voices the longing of men everywhere for peace and a better life. It is a document that stems from the hearts of men and women rather than from governments.

For fifteen years most of the members of the United Nations have sought to give force and character to its noble objectives—faithfully and patiently. They have won many victories for world peace and have experienced some setbacks. They have built a world organization far stronger than when it was founded.

Today the international organization created to give these shining objectives substance and strength is under sharp, critical attack from one quarter. The machinery carefully constructed to bring stability and equilibrium to the world is the subject of proposed change which would devitalize it.

But the United Nations, despite its relatively brief history, is not unaccustomed to trouble. Numerous times during these last fifteen years

serious threats to world peace have been dispelled by quick and concerted United Nations action.

During that time the United Nations successfully supported Iran's efforts to bring about the withdrawal of foreign military forces, rallied world resistance to aggression against the Republic of Korea, helped to settle the Suez crisis, countered the threat to Lebanon's integrity, established a presence in Laos, and, most recently, has undertaken to help restore stability to the Republic of the Congo. Almost any of these crises could have exploded into World War III, were it not for the United Nations.

This record of achievement, accompanied by many good works in other fields of international cooperation, leads to continued confidence of progress in peace.

The new problems which beset the organization are reasons to make the United Nations stronger, not weaker. Probably the original members did not envisage that there would be a future need to devote so much time to discussing disarmament or the peaceful uses of outer space and atomic energy. Perhaps they did not fully weigh the problems attendant on the emergence of so many newly independent nations in so few years. But these developments have given added point to the existence of this international forum.

The week now ending has been United Nations Week. The organization has been the recipient of many expressions of faith and good will from all quarters of the globe. There are some who may think it ironical to wish a "Happy Birthday" to a family of nations that seems so often in conflict. But most have suggested that all peoples are a great deal happier with this organization than they would be without it.

I

Within the forum of the United Nations. a new revolution now plays a major role. This, aptly called the revolution of rising expectations, involves a third of the inhabitants of the world. This has become a matter of vital concern to the peoples not only of the Middle East, South Asia, and Africa but of the whole world.

The development into independence and into membership in the United Nations of a great number of African states characterizes the year 1960. These countries look to the United Nations as the guarantor of their independence in a world beset with peril. They wear the badge of membership in the world organization proudly as a symbol of their new status. For its part, the United Nations cannot render its new African member states a greater service than to assist them, within the framework of their own efforts, to mold their new national and regional life in ways that will give Africa its rightful place on the international scene. The organization can also assist those peoples who have not yet achieved a full measure of self-government.

The United Nations' help to the new nations of Africa can be of particular importance to them during the first and sensitive years of independence. It can also help in providing the African world with the opportunity to determine its own political personality. If it faces these

tasks and succeeds in them, it will make a vitally necessary contribution to international peace and to a more stable world.

The new possibilities of the United Nations in this situation create corresponding responsibilities on the part of the African nations. We are confident that the attitude of the emergent African nations will be a willingness to cooperate with the rest of the world and an eagerness to participate in world affairs, combined, however, with a firm determination to build and protect their independence.

In some quarters there have been expressions of lack of confidence in the seriousness and responsibility with which newly independent states are likely to take their stands. Such a lack of confidence is not warranted by the history of the United Nations. Neither size nor wealth nor age is historically to be regarded as a guarantee for the quality of the international policy pursued by any nation.

Frequently an effort is made to create the impression that there are three blocs in the United Nations—one being the group of nations linked with the United States in regional mutual security agreements, one being the nations in the Soviet bloc, and one being the so-called "neutralist" nations.

The United States rejects this concept. The first group is not a bloc, as is indicated by the diversity of views and voting among its members. The second group admits that it is a bloc. The third group is not a bloc, since, like the first, there is widespread diversity of views and voting among its members.

Nor is the name "neutralist" justified. These nations are not neutralist when it comes to choosing between supporting or suppressing the human freedoms and the dignity of the individual. It would be better to call these nations politically unaligned. With the exception of the one group which states that it is a bloc, the United Nations is composed of individual members whose attitudes will differ on different issues.

The United States is not afraid of varying attitudes. We have them in the United States itself; we have them with our closest allies. This diversity of view is an element of freedom and, therefore, of strength. It will help rather than hurt the United Nations.

II

Recent developments—reflected in fantastic new arms for destruction, in the entry of new major regions of the world in full strength into international politics, and in new and worldwide economic interdependence—have given to the U.N. vastly increased responsibilities.

The U.N. provides member governments with a highly developed, continuously operating conference and negotiation machinery. However, to a growing extent it has provided them also with an effective instrument for joint action.

The organization is also the embodiment of an ideal and the symbol of an approach to international life which recognizes the common interest of all in the rejection of the use of force as a means for settling international disputes and in adherence to the principles of law, justice, and human rights.

It is impossible for anyone to say where the international community is heading and how the United Nations will change in the further course of the evolution of international politics. But it can safely be said that international cooperation will become increasingly essential for the maintenance of peace, progress, and international justice. It can also safely be said that, if the United Nations firmly adheres to its principles and purposes with flexibility and intelligent adjustment of procedure, members engaged in this cooperation will increasingly turn to the U.N. for assistance. Therefore they will find it increasingly necessary to maintain its strength as an instrument for the world community in its efforts to resolve problems or reduce areas of major conflict.

It is far too early to attempt an estimate of the probable consequences of the history-making events which have already taken place during this year's fifteenth General Assembly. A few tentative conclusions may be ventured:

1. The United Nations has always been a faithful mirror of the philosophies, sensibilities, and behavior patterns of member nations. The present Assembly, partly because of the attendance of so many heads of government, has focused world attention on this interplay of ideas, with a consequent benefit to those member states whose own motivations and methods seem most nearly to coincide with universal aspirations for world peace and human betterment.

2. The overwhelming majority of member states desire to see the United Nations strengthened, not weakened.

3. The need to get on with the vital questions of disarmament, nuclear test bans, and control of outer space has been given a greater sense of urgency.

The ideal world which free people envisage is one of a community of nations which, like a community of individuals, can live in peace and prosperity. It would be governed by a rule of law, accepted by all in the interests of bringing the greatest good to the greatest number. Like the free society in which we live, it would be a world in which each individual nation could select and follow its own way of life as it desires, provided only that its conduct would not contravene the accepted norms of international order. This would be a dynamic world and a world of opportunity.

The framework for such a world as this already exists, even though the world of today unfortunately remains a far cry from this ideal. This framework is a standard of international behavior and a gradually evolving body of international law and practice. The evidence of history demonstrates that these standards of international behavior can be ignored only with disastrous results to all.

Fifteen years ago the spirit of this rule of law was embodied in the Charter of the United Nations. The grand design of the Charter was aimed at carrying out the functions of government in this ideal world of human hopes of which I have spoken. The Charter contains provision for the constant and unremitting review of these international norms of behavior and standards of practice.

The United Nations is, then, an embodiment of the hopes of mankind for a world of law and order of the future.

THE UNDERLYING CRISIS: COERCION VS. CHOICE

(Excerpts from an address by Secretary of State Dean Rusk before the National Press Club at Washington, D. C., on July 10, 1961.)

Since World War II we have had more than one so-called great debate about foreign policy. Actually, the greatest debate of all occurred during that war, and the most eloquent voice was the war itself. Before the fighting was over we had concluded as a nation that we must throw ourselves into the building of a decent world order in which such conflagrations could not occur.

The nature of that world order was set forth succinctly in the Charter of the United Nations, a Charter backed by an overwhelming majority of the Senate and supported by an overwhelming majority of the nation. It called for a community of independent nations, each free to work out its own institutions as it saw fit but cooperating effectively and loyally with other nations on matters of common interest and concern. The inevitable disputes were to be settled by peaceful means; and let us not forget that the Charter supposed that the tried processes of negotiation, mediation, and adjudication were to be preferred over violent or fruitless debate. But parties in serious dispute were to seek the help of the broader international community in order that disinterested judgments could be brought to bear upon sensitive or inflamed issues.

As such a world order grew in strength and effectiveness, the limitation and reduction of arms would become possible, cooperation on economic and social problems would improve the lot of man, human rights would be strengthened, and the role of law would steadily take over from the law of the jungle. On matters of political arrangements, the underlying thesis was that the people themselves should play the decisive role as the principle of self-determination was brought to bear. It was then, and remains, our hope that man can take up once again the ancient aspirations of the race and move to free himself from the burdens of war, tyranny, and misery.

With deference to our shortcomings, I think it can be properly said that the United States threw itself with honesty and diligence into this great effort. It rapidly demobilized—more rapidly than events proved wise. It offered its atomic weapons to international control. It committed vast resources to the reconstruction of war-torn nations. It cooperated both in the large and in detail with the great cooperative ventures of the community of nations. Most important of all, it turned aside from the ambitions and appetites which have historically been associated with great power and conformed its national aims to those I have just described.

What has gone wrong? Why, after fifteen years, is there so much tension and danger in a world which had hoped for so much just yesterday? To be fair, let us not suppose that all of our problems are traceable to a single source. Under the best of conditions, the surging tides of nationalism and the insistent demands for economic and social improvement would have required great skill and understanding to handle the inevitable changes which were bound to come in our postwar world. But these were manageable, and there is no reason to suppose that they could not be accommodated in the processes of peaceful change.

The underlying crisis of our generation arises from the fact that the Soviet Union did not join the United Nations in fact, as well as in form, and lend itself to the commitments they and the rest of us made in the midst of a great war. The possession of power was transformed once more to ambition for more power. The capacity to defy law became a contempt for law. Doctrines were revised and adapted to promote an imperialism as old as the tragic history of man. An entire people was sealed off from the rest of the world, and secrecy became a prime strategic weapon. The institutions of the international community were either ignored or undermined from within. The Soviet Union has just cast its ninety-fifth veto in the Security Council of the United Nations.

In the process the very language of international intercourse became distorted and contrived. "Peace" has become a word to describe whatever condition would promote their world revolution. "Aggression" is whatever stands in its way. "People's Democracy" is a term applied to regimes no one of which has been chosen by free election. Self-determination is loudly espoused but only in areas not under Communist control.

The normally attractive word "negotiation" is used as a weapon, for the only subjects to be negotiated are further concessions to Communist appetite. Agreements are offered but against the background of a long and sobering list of broken promises; an agreement is apparently a rest camp, where one pauses and refits for further advance. New assurances are offered in the very act of withdrawing those earlier given.

Central Issue of the Crisis

The underlying crisis is not an ideological conflict between nineteenth century capitalism and nineteenth century Marxism. It does not result from a bilateral conflict between the Soviet Union and the United States.

The central issue of the crisis is the announced determination to impose a world of coercion upon those not already subjected to it. If this seems exaggerated simplicity, let us not be misled by our own reluctance to believe what they say, for on this point they have proved that they mean it. At stake is the survival and growth of the world of free choice and of the free cooperation pledged in the Charter. There is no "troika" on this issue—it is posed between the Sino-Soviet empire and all the rest, whether allied or neutral; and it is now posed in every continent.

The underlying crisis has shown itself in many forms—from the cynical disregard of the pledges on liberated areas, made at Yalta, to the latest threats to West Berlin. The calendar of conflict between these two dates is filled with unceasing attempts to expand an empire—some successful but many repelled by those determined to be free.

President Kennedy has taken up his great task with a deep awareness of the nature of the crisis and of the actions required by the continuing struggle for freedom.

It is essential to get on with the building of the world community designed by the Charter. This we would do in any event; but it is here that the breadth and depth of the crisis are fully revealed, and it is here that those who would not be coerced can act together for a world of

peace. We speak of uncommitted nations, and we usually mean those who are committed to neither of the principal blocs on the present scene. But all nations have commitments arising out of their own interests and out of their own hopes for the future. In the United Nations commitments to the Charter can weave the fabric of common interest which, by reaching beyond the cold war, may determine its outcome.

No less essential is the strengthening of the solidarity of NATO and of the Western Community—possessed of enormous capacity to shape the course of events. The political, economic, and military strengthening of the Western Community is an urgent matter to which the administration is giving full attention. The President has also seen that the Western World must recapture the leadership of its own revolution of political freedom. It is a revolution which the West itself has taken into every continent and which continues to stir men to action. This struggle for freedom in the West itself was not painless; nor will it be in other places in our own time. But we dare not yield its leadership to those who would seize it, subvert it, and use it to destroy us.

The President is also asking us, and other economically advanced free nations, to reassert our leadership of the revolution of economic and social progress. The world of coercion is offering tempting bait for those who are determined to shake off their misery and want. We believe that freedom and progress are historic partners and that the alleged choice between rapid progress and free institutions is false. But this we must prove. This is the meaning of the President's Alliance for Progress, which is stirring the hopes and the hard thinking of the nations of our own hemisphere. This is the meaning of the rapidly growing effort of the Western Community to throw substantial resources behind the economic and social development of less favored nations.

The President has recognized the changes which are occurring in the strategic problems which we and our allies must face and is moving, in consultation with other governments, to bring the free world's capabilities up to the needs of the variety of dangers which have to be confronted.

Despite the continuing crisis, we have felt it necessary to work diligently and realistically at the possibilities of disarmament. Even though the political atmosphere is not encouraging, an imaginative effort must be made to relieve the tensions arising from the arms race itself.

Let me conclude by saying that the agenda of our foreign relations is filled with problems requiring and getting urgent attention. If there are those looking for still waters, we are not yet there. We can move on with confidence if we are prepared to do what has to be done. The free world has enormous strength, including the inner strength of purposes which are deeply rooted in the nature of man.

The world of coercion has its problems, too. Dissensions within its ranks, national resistance to this modern imperialism and a growing demand for freedom are among them. It has learned that economic aid does not buy puppets, that intimidation awakens its own resistance, that the United Nations is tougher than they thought and that those who set off to "possess the minds" of man have set themselves against the course of history.

ADDRESS BY FORMER PRESIDENT EISENHOWER

(Excerpts from an address by Former President Dwight D. Eisenhower before the fifteenth session of the U. N. General Assembly at New York, N. Y., on September 22, 1960.)

The first proposition I place before you is that only through the United Nations organization and its truly democratic processes can humanity make real and universal progress toward the goal of peace with justice. Therefore I believe that to support the United Nations organization and its properly constituted mechanisms and its selected officers is the road of greatest promise in peaceful progress. To attempt to hinder or stultify the United Nations or to deprecate its importance is to contribute to world unrest and, indeed, to incite the crises that from time to time so disturb all men. The United States stands squarely and unequivocally in support of the United Nations and those acting under its mandate in the interest of peace.

Nowhere is the challenge to the international community and to peace and orderly progress more evident than in Africa, rich in human and natural resources and bright with promise. Recent events there have brought into being what is, in effect, a vast continent of newly independent nations.

Outside interference with these newly emerging nations, all eager to undertake the tasks of modernization, has created a serious challenge to the authority of the United Nations.

That authority has grown steadily during the fifteen years since the United Nations pledged, in the words of its own Charter, "to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace." And during those years the United Nations successfully supported Iran's efforts to obtain the withdrawal of foreign military forces; played a significant role in preserving the independence of Greece; rallied world resistance to aggression against the Republic of Korea; helped to settle the Suez crisis; countered the threat to Lebanon's integrity; and, most recently, has taken on an even more important task.

In response to the call of the Republic of the Congo, the United Nations, under its outstanding Secretary-General, has recently mounted a large-scale effort to provide that new republic with help. That effort has been flagrantly attacked by a few nations which wish to prolong strife in the Congo for their own purposes. The criticism directed by these nations against the Secretary-General, who has honorably and effectively fulfilled the mandate which he received from the United Nations, is nothing less than a direct attack upon the United Nations itself. In my opinion, he, the Secretary-General, has earned the support and gratitude of every peace-loving nation.

The people of the Congo are entitled to build up their country in peace and freedom. Intervention by other nations in their internal affairs would deny them that right and create a focus of conflict in the heart of Africa.

The issue thus posed in the Congo could well arise elsewhere in Africa. The resolution of this issue will determine whether the United

Nations is able to protect not only the new nations of Africa but also other countries against outside pressures.

It is the smaller nations that have the greatest stake in the effective functioning of the United Nations.

If the United Nations system is successfully subverted in Africa, the world will be on its way back to the traditional exercise of power politics, in which small countries will be used as pawns by aggressive major powers. Any nation, seduced by glittering promises into becoming a cat's-paw for an imperialistic power, thereby undermines the United Nations and places in jeopardy the independence of itself and all others.

It is imperative that the international community protect the newly emerging nations of Africa from outside pressures that threaten their independence and their sovereign rights.

In the developing areas, we must seek to promote peaceful change, as well as to assist economic and social progress. To do this—to assist peaceful change—the international community must be able to manifest its presence in emergencies through United Nations observers or forces.

I should like to see member countries take positive action on the suggestions in the Secretary-General's report looking to the creation of a qualified staff within the Secretariat to assist him in meeting future needs for United Nations forces.

To regularize the United Nations emergency force potential, I proposed in 1958 creation of standby arrangements for United Nations forces. Some progress has been made since that time. Much remains to be done.

The Secretary-General has now suggested that members should maintain a readiness to meet possible future requests from the United Nations for contributions to such forces. All countries represented here should respond to this need, by earmarking national contingents which could take part in United Nations forces in case of need.

I assure countries which now receive assistance from the United States that we favor use of that assistance to help them maintain such contingents in the state of readiness suggested by the Secretary-General. To assist the Secretary-General's efforts, the United States is prepared to earmark also substantial air and sea transport facilities on a standby basis to help move contingents requested by the United Nations in any future emergency.

Over the long run, further progress toward increasing the United Nations' ability to respond to future needs is surely possible. The prospects for such progress, however, will remain just that—prospects—unless we move now to exploit the immediate possibilities for practical action suggested by the Secretary-General.

Another problem confronting us involves outer space.

The emergence of this new world poses a vital issue: will outer space be preserved for peaceful use and developed for the benefit of all mankind? Or will it become another focus for the arms race—and thus an area of dangerous and sterile competition?

The choice is urgent. And it is ours to make.

The nations of the world have recently united in declaring the continent of Antarctica "off limits" to military preparations. We could extend this principle to an even more important sphere. National vested interests have not yet been developed in space or in celestial bodies. Barriers to agreement are now lower than they will ever be again.

The opportunity may be fleeting. Before many years have passed, the point of no return may have passed.

Let us remind ourselves that we had a chance in 1946 to insure that atomic energy be devoted exclusively to peaceful purposes. That chance was missed when the Soviet Union turned down the comprehensive plan submitted by the United States for placing atomic energy under international control.

We must not lose the chance we still have to control the future of outer space.

I propose that:

1. We agree that celestial bodies are not subject to national appropriation by any claims of sovereignty.

2. We agree that the nations of the world shall not engage in warlike activities on these bodies.

3. We agree, subject to appropriate verification, that no nation will put into orbit or station in outer space weapons of mass destruction. All launchings of space craft should be verified in advance by the United Nations.

4. We press forward with a program of international cooperation for constructive peaceful uses of outer space under the United Nations. Better weather forecasting, improved worldwide communications, and more effective exploration not only of outer space but of our own earth—these are but a few of the benefits of such cooperation.

Agreement on these proposals would enable future generations to find peaceful and scientific progress, not another fearful dimension to the arms race, as they explore the universe.

The basic fact today of all change in the domain of international affairs is the need to forge the bonds and build the structure of a true world community.

The United Nations is available to mankind to help it create just such a community. It has accomplished what no nation singly, or any limited group of nations, could have accomplished. It has become the forum of all peoples and the structure about which they can center their joint endeavors to create a better future for our world.

We must guard jealously against those who in alternating moods look upon the United Nations as an instrument for use or abuse. The United Nations was not conceived as an Olympian organ to amplify the propaganda tunes of individual nations.

The generating force behind a successful United Nations must be the noble idea that a true international community can build a peace with justice if only people will work together patiently in an atmosphere of open trust.

Thus we see as our goal, not a superstate above nations, but a world community embracing them all, rooted in law and justice and enhancing the potentialities and common purposes of all peoples.

URGENT NATIONAL NEEDS

(Excerpts from a special message delivered by President John F. Kennedy before a joint session of the Senate and the House of Representatives on May 25, 1961.)

Finally, if we are to win the battle that is now going on around the world between freedom and tyranny, the dramatic achievements in space which occurred in recent weeks should have made clear to us all, as did the Sputnik in 1957, the impact of this adventure on the minds of men everywhere, who are attempting to make a determination of which road they should take. Since early in my term, our efforts in space have been under review. With the advice of the Vice President, who is Chairman of the National Space Council, we have examined where we are strong and where we are not, where we may succeed and where we may not. Now it is time to take longer strides—time for a great new American enterprise—time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth.

I believe we possess all the resources and talents necessary. But the facts of the matter are that we have never made the national decisions or marshalled the national resources required for such leadership. We have never specified long-range goals on an urgent time schedule, or managed our resources and our time so as to insure their fulfillment.

Recognizing the head start obtained by the Soviets with their large rocket engines, which gives them many months of lead-time, and recognizing the likelihood that they will exploit this lead for some time to come in still more impressive successes, we nevertheless are required to make new efforts on our own. For while we cannot guarantee that we shall one day be first, we can guarantee that any failure to make this effort will make us last. We take an additional risk by making it in full view of the world—but as shown by the feat of astronaut Shepard, this very risk enhances our stature when we are successful. But this is not merely a race. Space is open to us now; and our eagerness to share its meaning is not governed by the efforts of others. We go into space because whatever mankind must undertake, free men must fully share.

I therefore ask the Congress, above and beyond the increases I have earlier requested for space activities, to provide the funds which are needed to meet the following national goals:

First. I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate development of the appropriate lunar space craft. We propose to develop alternate liquid and solid fuel boosters, much larger than any now being developed, until certain which is superior. We propose additional funds for other engine development and for unmanned explorations—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make this judg-

ment affirmatively, it will be an entire nation. For all of us must work to put him there.

Secondly, an additional twenty-three million dollars, together with seven million dollars already available, to accelerate development of the Rover nuclear rocket. This gives promise of some day providing a means for even more exciting and ambitious exploration of space, perhaps beyond the moon, perhaps to the very end of the solar system itself.

Third, an additional fifty million dollars will make the most of our present leadership, by accelerating the use of space satellites for world-wide communications.

Fourth, an additional seventy-five million dollars—of which fifty-three million dollars is for the Weather Bureau—will help give us at the earliest possible time a satellite system for world-wide weather observation.

Let it be clear—and this is a judgment which the members of Congress must finally make—let it be clear that I am asking the Congress and the country to accept a firm commitment to a new course of action—a course which will last for many years and carry very heavy costs of five hundred and thirty-one million dollars in fiscal 1962—an estimated seven to nine billion dollars additional over the next five years. If we are to go only half way, or reduce our sights in the face of difficulty, in my judgment it would be better not to go at all.

Now this is a choice which this country must make, and I am confident that under the leadership of the Space Committees of the Congress, and the Appropriating Committees, that you will consider the matter carefully. It is a most important decision that we make as a nation. But all of you have lived through the last four years and have seen the significance of space and the adventures in space, and no one can predict with certainty what the ultimate meaning will be of mastery of space.

I believe we should go to the moon. But I think every citizen of this country as well as the members of the Congress should consider the matter carefully in making their judgment, to which we have given attention over many weeks and months, because it is a heavy burden, and there is no sense in agreeing or desiring that the United States take an affirmative position in outer space, unless we are prepared to do the work and bear the burdens to make it successful. If we are not, we should decide today and this year.

This decision demands a major national commitment of scientific and technical manpower, material and facilities, and the possibility of their diversion from other important activities where they are already thinly spread. It means a degree of dedication, organization and discipline which have not always characterized our research and development efforts. It means we cannot afford undue work stoppages, inflated costs of material or talent, wasteful inter-agency rivalries, or a high turnover of key personnel.

New objectives and new money cannot solve these problems. They could, in fact, aggravate them further—unless every scientist, every engineer, every serviceman, every technician, contractor, and civil servant gives his personal pledge that this nation will move forward, with the full speed of freedom, in the exciting adventure of space.

PRESIDENT KENNEDY'S INAUGURAL ADDRESS

(The inaugural address of President John F. Kennedy, delivered at the Capitol, Washington, D. C., on January 20, 1961.)

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of our border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to "undo the heavy burdens . . . (and) let the oppressed go free."

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the

common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

THE UNITED NATIONS IN TODAY'S WORLD

(Excerpts from an address prepared by Ambassador Adlai E. Stevenson, U. S. Representative to the United Nations, for the graduation exercises of Hofstra College, June 5, 1961. The address was read by Dr. John Cranford Adams, President of Hofstra College, due to Mr. Stevenson's absence for a tour of South America.)

It has become a truism to say that our world is insanely dangerous. But truisms are true and this one is worth examining more closely. Why is our world so dangerous? Why is the path ahead of us mined at every step? If we do not grasp the nature of our peril, we are not likely to deal with it rationally and creatively. We shall be driven from crisis to crisis, reacting blindly to forces we do not control.

I think there are two dominant themes in our present predicament. One is as old as mankind. The other is wholly new; but together they spell potential disaster. The first is the collapse, in fifteen brief years, of the old imperial structures which for the last hundred years at least have given some sort of order and coherence to the world. We do not regret their passing. On the contrary, our own principles of liberty and national self-determination hastened the dissolution of empires. But we must be aware of the consequences. All through history, the ending of imperial rule has led to times of violence and upheaval.

Today the ending of Europe's empires in Asia and Africa—and the ending of America's economic predominance in Latin America—has opened the way to new pressures coming from Moscow and Peking which are none the less imperialist for their ideological disguise. All empires tend to idealize themselves. The ideal of Greek culture took Alexander to the Indies; Rome had its civilizing mission; Europe its

white man's burden; Communist world brotherhood is the latest nationalization of overwhelming state power—but it can be imperialist just the same, as the people of Hungary or Tibet will testify. And its pressures are no less dangerous than those of Czarist Russia in the Balkans before 1914.

Now let us look at the other face of our peril—we cannot afford a war. The certainty of atomic destruction inhibits all the quick, brusque solutions which only a hundred years ago would have sent Russian divisions to pinch off the free salient of West Berlin—or perhaps U. S. Marines to pick off the nuisance of Castro.

This is the background against which we have to judge all our institutions, all our instruments, all our policies. There is really only one question to ask. Does this or that body, does this or that approach, increase or diminish the risk of war? Even the institutions in which mankind's higher hopes have been implanted must face the question on this over-riding issue.

There are critics who are beginning strongly to question whether the United Nations, constituted as it is and behaving as it now does, can really fulfil its peacemaking function. There are, I believe, two main lines of attack and both converge on the same point—the fact that again and again any solution of crises through the machinery of the United Nations depends upon a two-thirds vote in a world assembly now made up of ninety-nine members and likely to pass the hundred mark at any moment. These nations represent an unbelievable variety of history, interests, experience and maturity. Their ability to agree on any course of action is inherently limited by the immense differences in their angles of vision.

For this reason, it is exceedingly difficult to secure a consensus on most issues, and the severer critics argue that to submit to such procedures not only produces incoherence in the United Nations, it exports the incoherence to the scene of operations and makes the confusion worse than might otherwise have been the case.

Nor is incoherence the gravest charge. In the last year or so, it has become increasingly obvious, say the critics, that a profoundly anti-Western bias has crept into the United Nations debates. The majority of the new nations have emerged to independence out of one form or other of Western colonial control. Many of them have an instinctive bias against their ex-masters. All of them respond compulsively to anything that suggests a Western relapse into colonialism. For historical reasons, they do not react with the same concern against aggressive acts by Russia or China. The Africans urge sanction against South Africa, but no one suggests they should be applied to Russia over its East European tyranny. Even so respected a world statesman as Mr. Nehru was slow to condemn Russian oppression in Hungary. But he was quick to denounce America's backing for the anti-Castro landings in Cuba.

How then can the Western powers use and respect an institution whose inherent bias seems to be against them and whose members appear to apply two quite different standards of judgment—one of excuse or indifference towards the ill doings of the Communist great powers, one of loud condemnation and hostility towards the West. This

surely, so the argument runs, cannot lead to peace. The United Nations is becoming a forum for a further steady undermining of the Western world, a further whittling away of any effective balance of world power.

What are we to say to these criticisms? I believe that the charge of incoherence is not borne out by the record. The United Nations has continued to evolve and maintain a policy for minimal security in the Middle East—even after the debacle at Suez. It did act in the Korean crisis. Its mediators, its control commissions, its on-the-spot investigations have held before the eyes of the world the fundamental obligation not to settle issues by force.

Similarly the accusation of bias is not so straightforward as it appears. The United Nations is not responsible for the fact that most of the new nations are ex-colonial. Their anti-imperialist inclinations are simply a fact of contemporary life. The United Nations is not responsible for the fact that Russia does not seem to most peoples in Asia, Africa or Latin America to be imperialist. This view simply reflects the fact that in Africa and Latin America Russia was not the colonial master.

But if the bias is there, why submit disputes to the United Nations at all? It is here we have to ask the crucial question: what is the alternative? Do not forget the historical background of our day. Empires are collapsing. New power systems backed by a fanatic faith seek to take their place. Most of the disputes that come to the United Nations concern this crumbling background of pressure and counter pressure. The Congo crisis which has brought so many of these criticisms to a head is pre-eminently such a crisis. The Belgian withdrawal was followed by anarchy with which on the one hand the Belgians stepped back and on the other the Russians began to step in. In these circumstances, any direct intervention by the West would have been interpreted as an attempt to reimpose colonialism. Local opinion would have swung over to support the Communists and the West would have been left in the impossible position of fighting a guerilla war against a background of implacable local hostility.

I need hardly underline the fact that in the little wars that mark the end of empire—and can lead to big wars that end everything—local opinion is decisive. The British could not defeat the Communist guerillas in Malaya until independence was a fact and the local people won over. So long as Communists claim that they are fighting imperialism, local opinion swings their way—as it did, tragically, in Cuba. It follows that direct western interventions tend of their very nature to produce a revulsion of local feeling which threatens the effectiveness of the intervention. We cannot change this fact.

The result is that in situations such as the Congo, the Western world would be almost powerless if there were no United Nations force available to restore order, check a takeover by an outside power—eastern or western—and gradually build up the pre-conditions of genuine independence. Direct Western action would only hasten a Communist takeover. By putting the whole task of restoring order into an international basis, favoring neither East nor west, there is at least a chance of avoiding first a Western defeat and secondly the risk of spiralling war. In short, while nations cannot intervene in the internal affairs of other nations, the United Nations can.

ESPIONAGE AND OUTER SPACE

(An editorial in The New York Times for July 25, 1961.)

There is little surprising in the Soviet Army newspaper's bitter complaint that the orbiting of the Tiros and Midas satellites represented espionage on the part of the United States. Tiros provides an independent source of information about Soviet weather when it passes over that country; Midas can detect Soviet rocket launchings when similarly situated. To the Soviet mind at least the matter is clear cut such "espionage" in outer space must end.

The question is more complex, however. Space above the atmosphere is literally a lawless region. It is governed by no agreed body of rules; and even so elementary a question as where the atmosphere ends and space begins has never been settled. At present the simple truth is that any nation is free to do what it pleases—within the limits of its technological capabilities—in the regions where earth satellites roam.

The Soviet Union itself began this business of doing what one pleases in space. The first two man-made satellites to go into orbit—the Soviet Union's Sputniks I and II—flew over many countries without their permission.

Moreover, there is reason to suspect that Moscow may not have clean hands on this issue. That the Soviet Union has the ability to send camera-equipped satellites into space to spy on other nations is clear. It was a much more difficult feat to send a satellite to take pictures of the other side of the moon, pictures which were then transmitted to earth and published with much propaganda by the Soviet Union. The nation which performed that remarkable feat—and which has so often demonstrated its interest in other nations' business—may have well included cameras and picture-transmitting equipment in its satellites without announcing such action.

So long as the Soviet Union contributes to a high degree of world tension and tries so hard to keep much of its life secret, it must expect that others will attempt—in self-defense—to penetrate that secrecy. If the Soviet Union really wishes to end American use of what it calls "spy" satellites, it can do so by lessening world tensions and thereby helping create an atmosphere in which it would be possible to establish, through the United Nations, an acceptable body of space law governing all countries.

REFERENCES

For material concerning the United Nations, the principal or teacher in charge should write the Department of Public Information of the United Nations, United Nations, N. Y.

The United States Mission to the United Nations will no doubt be able to furnish some material of value to those who are making a study of the Program topic. The principal or teacher in charge should write for available material to the U. S. Mission to the United Nations, 2 Park Avenue, New York 16, N. Y.

The Department of State will no doubt be able to furnish some material of value to those who are making a study of the topic for the year. The principal or teacher in charge should write for available material to the Office of Public Services, Department of State, Washington 25, D. C.

The November, 1955, number of the University of North Carolina Extension Bulletin deals with the subject: "The Future of the United Nations in Helping to Build World Peace." The price of this publication, which was used as the handbook for the Program of 1955-56, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The September, 1956, number of the University of North Carolina Extension Bulletin deals with the subject: "The United Nations—Its Problems and Opportunities." The price of this publication, which was used as the handbook for the Program of 1956-57, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The October, 1957, number of the University of North Carolina Extension Bulletin deals with the subject: "The United Nations in the Search for World Peace." The price of this publication, which was used as the handbook for the Program of 1957-58, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The September, 1958, number of the University of North Carolina Extension Bulletin deals with the subject: "The Role of the United Nations in the Modern World." The price of this publication, which was used as the handbook for the Program of 1958-59, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The August, 1959, number of the University of North Carolina Extension Bulletin deals with the subject: "The United Nations in the Space Age." The price of this publication, which was used as the handbook for the Program of 1959-60, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

The August, 1960, number of the University of North Carolina Extension Bulletin deals with the subject: "The United Nations and World Peace." The price of this publication, which was used as the handbook for the Program of 1960-61, is 50 cents a copy. Address the University Extension Division, Chapel Hill, N. C.

U. S. Senators and Representatives in Congress may be able to furnish from Congressional sources some material bearing on the subject for the year.

FILMS ABOUT THE UNITED NATIONS

The Bureau of Visual Education of the University of North Carolina Extension Division will be able to supply a number of films dealing with the United Nations or related topics to schools, clubs, or other organizations. For rental rates, address the Bureau of Visual Education, Abernethy Hall, Chapel Hill, N. C. A partial list of the films is given below:

"The Middle East (Israel)," running time 10 minutes.

"Factories, Mines and Waterways (Western Europe)," running time 20 minutes.

"Assignment Children" (Danny Kaye's World Tour for UNICEF), running time 20 minutes, color.

"Brotherhood of Man," running time 10 minutes, color.

"Japan, Island Nation," running time 20 minutes.

"World Without End," running time 39 minutes.

"Workshop for Peace," running time 28 minutes.

"Middle East," running time 14 minutes.

"Out" (Hungarian Refugees), running time 20 minutes.

"Three, Two, One, Zero," running time 27 minutes.

"Eight Steps to Peace Series," a series of eight films, each with running time of 13½ minutes, dealing with "Membership in the UN," "You and the UN," "A Permanent UN Police Force," "Charter Review," "What's in It for Everyone?," "Does Disarmament Make Sense?," and other subjects.

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University of North Carolina
Extension Bulletin

Educational Tests

School Tests and Materials
Chapel Hill, N. C.
204 Abernethy Hall
Phone 942-4187

FOREWORD

The use of standardized tests in instruction has become accepted practice in public schools of today. The need for a central depository where teachers can go to examine and select tests appropriate to their needs and also receive professional counsel on testing problems is always pressing.

Ninety per cent of the State's elementary schools with four or more teachers have used one or more kinds of published tests within the past two years according to 1467 replies to a questionnaise issued by the Department of Public Instruction in a recent survey of testing practices. Almost twenty per cent of these schools have a continuing or long range program of testing.

The services of the School tests and Material office of the Extension Division of the University of North Carolina can be of inestimable value to the public schools of North Carolina in this phase of instruction.

Charles F. Carroll
State Superintendent of Public Instruction

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SCORING SERVICES FOR SCHOOLS

The School Tests Office does not score answer sheets, but the University Testing Service is prepared to machine-score most tests used in the public schools and also to make such statistical studies and summaries as may be needed by schools to obtain maximum benefit from their testing programs.

The Testing Service makes a charge of 2¢ *per score* for machine-scoring. For additions and other simple computations and for looking up percentile ranks or other derived scores, the fee is usually 1¢ per operation. The *School and College Ability Test*, for example, has three raw scores: Verbal, Quantitative and Total. For obtaining the two independent scores and adding to make the Total the charge is 5¢. If hand-scoring is necessary because of the nature of the test or because of inadequate marking, the fee will usually be 4¢ per score.

Tests to be machine-scored require the use of IBM-type answer sheets and electrographic pencils. For accurate scoring it is essential that the instructions found in the test manuals be followed carefully. To insure good marking of answer sheets, the teachers should have the students go over their marks a second time, after the test booklets have been collected.

Arrangements for scoring should be made directly with the Testing Service. All inquiries concerning scoring should be addressed to:

W. D. Perry, Director
University Testing Service
Box 998
Chapel Hill, N. C.

ORDERING PROCEDURE

The title of each test and the form desired should be indicated.

If there is no specific choice of form, state "any form."

Please note the number of pupils to be tested, and order in *packaged quantities* the amount of tests required. *We do not break packages,* so care should be taken to order the number of packages which will come closest to filling your needs. Most tests are packaged in 35's, although some come in packages of 20's or 25's and a few are sold individually. Unless otherwise stated, complete accessories come with each package of tests.

Tests will be shipped either by parcel post, motor express, or railway express, whichever is least expensive and most expedient. Transportation costs will be added to the invoice. 3% sales tax is also added to each order.

Each order should designate the name of the person to whom the shipment is to be sent as well as the school name and complete address. Each order *must* indicate clearly how the charge is to be made.

All orders should be approved by the school principal, superintendent, or supervisor. Tests are not sent to individuals without such authorization, and unless they are charged to a school, remittance must accompany the order. Allow twenty-four cents per package for mailing costs.

Lack of space prevents our stocking a sufficient number of tests for large, extensive programs, so quantity orders should be sent well in advance of the testing date to allow time for us to supply those needs.

When special orders are requested for tests not stocked, the cost of telegram and special delivery postage will be charged to the school.

Orders should be sent directly to:

School Tests and Materials
Chapel Hill, N. C.
Box 1050

TESTING PROGRAMS—MISCONCEPTION, MISUSE, OVERUSE

By Frank B. Womer

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We are in a boom period of standardized testing in elementary and secondary schools. Millions of tests are administered each year to pupils at all grade levels—achievement tests, mental ability tests, aptitude tests, and interest inventories, as well as several other types of tests and inventories. Some of these tests are given for college scholarship purposes and some for college admissions purposes. Title V of the National Defense Education Act has stimulated, and in some instances required, additions to testing programs at the secondary level. In general, however, these external influences account for a relatively small percentage of the total standardized testing undertaken by a school system.

There are at least two factors which have had a greater impact upon the amount of testing done in the schools than NDEA or college requirements. First, there has been and continues to be a natural growth of standardized testing at all grade levels. Second, the rapid growth of the guidance movement has meant a corresponding rapid growth in testing. This latter influence may well be the most influential one operating, for in many schools the testing program is developed by and operated by guidance personnel.

Inauguration or expansion of a testing program is relatively easy. Decisions made one day can be implemented within a week or two. The only time lag is that of the United States mail in delivering orders for tests and getting test materials from the publisher to the school. Machine methods for test scoring have reduced, and in many cases eliminated, objections that a testing program is a burden upon individual teachers. The school budget and allocation of time for testing are the only real problems to face if an administrator or faculty decides to enlarge the testing program. Thus it is relatively easy to test.

The values of standardized testing, however, cannot be dismissed so quickly. Such values are dependent upon two processes: (1) establishment of proper goals of testing and the development of a testing program to meet those goals, and (2) proper use of test results. Both of these processes are essential to the operation of a successful testing program. Most educators feel, and rightfully so, that the major weakness of testing today is in the area of test use.

Many writers have made this point, and most school administrators are acutely aware of the fact that the ultimate criterion for judging the effectiveness of their testing programs is the correct use of test results. Ac-

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cumulating test scores in cumulative files is not evidence of test use. Correct use depends upon getting test results into the hands of counselors, teachers, administrators, pupils, and parents *and* of being sure that each consumer of these results is made knowledgeable enough to interpret them. In this latter statement—"made knowledgeable enough to interpret them"—lies the key to proper test use.

There are a number of ways that test scores are misused or overused and a number of misconceptions about test and test scores that are common enough to warrant special attention. While one could think of innumerable examples of specific errors in test interpretation, the purpose of this article is to point up some of the more common mistakes, in order to help increase the knowledgeable use of test results. Ten points have been selected for discussion; others could have been added.

Categorizing A Pupil At A Specific Level Of Achievement Or Ability

One of the most common mistakes made by persons unskilled in interpreting test results is the assumption of perfect reliability of a test score. Too often it is assumed that an IQ of 105 represents performance definitely superior to that represented by an IQ of 104 and definitely inferior to that represented by 106. Too often we fail to realize that a test score is best interpreted as a good estimate of the *general level of performance*, and that it will vary from test to test and from time to time. Test users must accept the concept of variability of test scores over time and over tests. The assessment of human traits and abilities is not at the same level of accuracy as that found in a physics laboratory. It probably is closer to the level of accuracy found in the predictions of weather, in which temperature predictions are generally within a few degrees of actual temperatures, but in which differences of ten or more degrees are common enough to be remembered vividly by critics.

Another aspect of this assumption of greater accuracy than actually prevails is the use of a single estimate (test score) to predict human performance. It is generally wise to insist on having two or three reading scores, or two or three aptitude scores, before putting much confidence in them. This is a direct result of the unreliability present in all test scores. If a pupil receives percentiles of 35 and of 40 on arithmetic tests given in two different years, one can have greater confidence that his level of achievement in arithmetic is in the average range than if only one of these scores is available.

Confusion Of Norms And Standards

Norms are test scores which tell us the level of performance attained by an average or typical group of pupils. Standards represent human judgments of the level of performance that "should be" attained by a group of pupils. A test user should *not* assume that "typical" pupil performance is automatically the "proper" level of performance for pupils in a particular school system. It is reasonable, of course, to assume that pupils in many

school systems will tend to perform at a level close to the level of test norms. In others, however, it is reasonable to assume that pupils will perform at a higher level or at a lower level.

One occasionally finds a test user who completely fails to grasp the conception of what a test norm is. Since a test norm represents "typical" performance, then, of necessity, *half* of the pupils in a typical or average group will have scores at or below the average score. If a teacher of a typical group of pupils finds that 40 per cent of his pupils are below grade level in reading, he is to be congratulated. In the norm group for whatever test is being used, 50 per cent of all the pupils were at or below grade level. The assumption that all pupils in a class should be *at* grade level is patently impossible, unless one knows that the poorest achieving pupil in one's class is in the top 50 percent of all pupils his own age or grade.

Assumption That Test Scores Predict Success Or Failure For Individual Pupils

One way that test results often are overused is the assumption that a particular score or series of scores does in fact predict success or failure with unfailing accuracy. It is well established that students who succeed in colleges of engineering generally make high scores on numerical ability tests. Yet it is not correct to conclude from such data that Johnny, with a 50th percentile rank on a test of numerical ability, will not succeed in an engineering course. It is correct to conclude that of every one hundred students with numerical ability scores the same as Johnny's only a small percentage will succeed in an engineering curriculum. The test score does provide information of a probability type; it enables a student or parent or counselor to know the odds for success or failure. It is a well-known fact that long shots occasionally win the Kentucky Derby, but year in, year out, the favorites generally win.

It is not unusual for two counselors to look at the same test scores for an individual pupil and to come to somewhat different conclusions. For this reason, it is well to face the fact that while test scores do provide information that can be helpful in decision making, the decisions for courses of action are made by human beings, not by the scores.

Added to this overuse of test scores is the failure of some people to utilize all pertinent data available about a student when test scores are known. To allow test scores to outweigh all other judgmental data is a misuse of these scores; to ignore test scores in favor of other judgmental data also is a misuse of these scores.

Determination Of Vocational Goals

"Mary's scores from a clerical speed and accuracy test and from a spelling test are only average. Therefore, Mary should not consider secretarial work as a career possibility." Or, "Since Jim's interest profile shows high scores in 'Scientific' and 'Social Service' he should elect a premed course in college." How often can vocational counseling be summed up in just such simple statements? It is so easy to make the jump from test score to occu-

pation, and it seems so logical that this type of interpretation should be accurate. Unfortunately, the predictive validity of test scores in high school for success in specific occupations is not good enough to permit such interpretations. Most evidence of the predictive efficiency of test scores relates those scores to academic curricula. We can say with a fair degree of accuracy that certain patterns of test scores predict fairly well in different curricula. That is the type of validity data that is generally available.

The use of test scores in vocational counseling should tend to open doors of possible occupations rather than close them. Again, presenting the relationship between test scores and occupational areas on a probability basis can be helpful, and is certainly more accurate than making the assumption that certain test scores assure success in one field and failure in another.

Assumption That Intelligence And Achievement Are Separate And Distinct

Here are two sample questions from standardized tests:

1. Extraneous

   a. extra b. foreign c. transparent d. noisy

2. Make *indelible* means

   a. indistinct b. permanent c. purple d. identical

Both are vocabulary items. One of them is taken from a widely used intelligence test (California Test of Mental Maturity) and the other from a widely used achievement battery (Iowa Tests of Educational Development). Vocabulary items measure the learned meanings of words; vocabulary items are our best single measure of general intelligence or scholastic aptitude. Arithmetic items and general information items are also found in both achievement tests and intelligence tests. It is true, of course, that some items suitable for an intelligence test (number series, verbal analogies) are not good measures of achievement. It also is true that many direct measures of achievement (capitalization, punctuation, spelling) are not good measures of intellectual potential.

There is considerable overlap between standardized tests of achievement and standardized intelligence tests. One of the important differences between the two is the way the results are used. When analyzing achievement test scores one is generally considering past performance, what has been accomplished. When analyzing intelligence test scores one is generally looking forward to the future, predicting performance.

It is well to keep in mind the fact that intelligence is inferred from achievement. We have no direct measures of intelligence completely divorced from achievement.

Assumption That Interests And Aptitudes Are Synonymous

Probably few users of standardized tests would acknowledge a belief that interests and aptitudes are the same thing. Webster defines the terms in clearly different domains. Yet how many users of standardized interest inventories can truthfully say that they have never made the jump from a

high percentile in "Persuasive" to the suggestion that Bill probably could succeed in sales activities? To say that Bill seems to be interested in many of the same things that are of interest to people who work in occupations that require influencing other people may be accurate. But to say that Bill will likely succeed in one of these occupations is to make the unwarranted jump from interest to aptitude.

There is evidence that interests and aptitudes are correlated, but not at a level that allows us to predict one from the other with a high degree of accuracy. This is not to say that interest inventories are useless, but their use might well center on their motivational attributes, on their power to stimulate pupil concern over long range planning.

Misconception Of The Meanings Of Certain Types Of Derived Scores

Students of education have been and are continuing to be taught that an intelligence quotient is obtained by dividing mental age by chronological age, and that mental age is determined by the test performance of students at different age levels. Yet, as a matter of fact, very few of the IQ's to be found in the cumulative folders of elementary and secondary schools today are quotient scores at all. IQ's are standard scores, just as are z scores, T scores, stamines, College Board scores, and others for almost every widely used intelligence test.

It is true that IQ's originally were quotient scores. But, primarily for statistical reasons, the deviation IQ was developed some years ago and has since met with almost universal adoption. Even the Stanford-Binet test switched to a deviation IQ in 1959. The change from a quotient score to a standard score has not necessitated any drastic change in interpretation. Yet it seems to the writer that test users would be well advised to stop paying lip service to a type of score that no longer exists, and to become familiar with standard scores, the type of scores actually being used with our intelligence tests.

The grade placement or grade equivalent score is another type of derived score that is frequently misinterpreted or overused. All too often it is assumed that a grade placement score is an indication of the grade to which a pupil should be assigned. It does not provide that type of information; it simply tells a user whether a pupil is doing high, average, or low quality work. A percentile rank also provides the same assessment of level of work, yet avoids the danger of overinterpretation. If one wishes to compare a pupil's achievement on two different tests in an achievement battery (e.g., reading level versus arithmetic level), a grade equivalent score may lead one to an important misinterpretation. Because of the variability (standard deviation) of grade placement scores from test to test it is possible for a sixth grade pupil to be at the 90th percentile in both reading and arithmetic, yet receive grade placement scores of 8.8 in reading and 8.0 in arithmetic.[1] If a teacher sees only the grade placement scores of 8.8 and 8.0 he may assume superiority in reading, whereas the two scores represent

[1]Iowa Tests of Basic Skills, end-of-year percentile norms for sixth grade pupils.

equivalent performance. For test-by-test comparisons in elementary level achievement batteries percentile scores should be used.

Grading Or Promoting Pupils

Standardized achievement tests are designed with certain purposes in mind. In general, test authors attempt to identify those skills and understandings that are common to most educational programs. They look for the common denominators; they make no attempt to cover those unique aspects of content that a particular school system may incorporate in its curricular offering. They cannot attempt to reflect a particular teacher's goals for his own pupils. Thus, while achievement test results represent very useful assessments of certain skills and understandings that are common to many classrooms, they should not be used to replace a teacher's own assessment devices.

In many schools standardized achievement tests are given toward the beginning of the school year. They are used to look ahead rather than to look back, to diagnose rather than to evaluate or grade. In those schools that use standardized achievement tests at the end of the year, it may be interesting for a teacher to compare the results with his own judgments. It is not wise for the test results to be used to replace his judgments, in either grading or promotion.

Judging Effectiveness Of Instruction

Just as standardized tests are not designed to be used for grading pupils, they are not designed to be used for grading teachers. Many of the outcomes of classroom instruction cannot be programmed in standardized tests. Those that can be programmed in tests may not be meaningful because of different emphases, different content, and different grade placement in a particular school.

Of special concern is the attitude engendered in teachers in a school attempting to assess instruction through achievement tests. When test results are used to judge teachers, teachers soon learn to teach for the tests.

It is interesting to note that in some instances teachers even feel compelled to "teach for" ability tests. They somehow feel that it isn't respectable to turn in a set of IQ scores for filing in a cumulative record unless all or almost all of them are at least 100. Such a feeling, of course, is based on a misconception of the meaning of intelligence. A teacher may be cutting his own throat with such high scores, for if his pupils all are above average in ability they may be expected to show equally high achievement levels.

Comparing Results From Different Tests

There is a very natural tendency for test users to assume that a language usage score from one test is directly comparable to a language usage score from another test, that an IQ from one test means the same thing as an IQ from another. When making such assumptions one tends to forget two very important characteristics of standardized tests:

1. Test authors do not build their tests on the same specifications, following the same blueprints. Each one develops his own specifications for test construction. There usually is considerable overlap between the plans for a language usage test developed by one author and the plans developed by another. However, there is never a complete overlap. Scores from two tests measuring the same attribute vary to a certain extent because the test designs vary.

2. The norms for different tests are based upon different groups of pupils. Each test author aims at securing a truly random population of pupils for use in standardizing his test. Each author falls somewhat short of his goal. While it is correct to assume that test norms for two different arithmetic tests are based on groups with considerable overlap in achievement, it is not correct to assume 100-per-cent overlap.

Thus, two IQ's derived from two different intelligence tests are not exactly equivalent. It has been demonstrated that IQ's can vary as much as 5 or 10 points between different tests for no other reason than that they are different tests.

Sometimes one hears this objection: "But how can IQ's be different from different tests? I thought that all good intelligence tests correlated well with each other." It is true that the correlation between different intelligence tests are generally sizable, and many times are almost as high as the reliability of the separate tests. Such correlations do *not* guarantee comparability of norms. Such correlations simply say that pupils taking the different tests will tend to get scores putting them in the same relative rank order but not with the same scores. For example, suppose one were to take a set of IQ's (or any other test score) and add 50 points to each score. The correlation between the original IQ's and the new scores would be perfect, yet the two sets of scores would be 50 points apart.

As was mentioned earlier, we are in the middle of a boom period of testing. If the users of tests do a good job of interpreting the results for the improvement of our understanding of boys and girls and for the improvement of instruction, the boom will level off on a satisfactory plateau of test use. If the users of test results fall into the various misuses, overuses, and misconceptions that are possible, the boom will most certainly be followed by a "bust."

It is the thesis of this article that the consumers of test scores must be thoroughly conversant with proper methods of test use and must studiously avoid misuses, overuses, and misconceptions.

"A little knowledge is a dangerous thing."

ACHIEVEMENT BATTERIES

CALIFORNIA ACHIEVEMENT BATTERIES

These are group diagnostic and survey test batteries which include tests of reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, grammar and spelling. They make possible an achievement testing program in the basic skills which is both continuous and functional in accordance with the thinking of modern curriculum and guidance specialists. All levels may be scored in the test booklet; or separate self-scoring scorezes (a carbon answer pad) may be used for the Elementary, Intermediate and Advanced Batteries. Machine-scoring answer sheets are also available for these levels. Separate scorezes or machine sheets make the books reusable. It takes a set of three scorezes, or machine answer sheets, for each student tested. The machine sheets may be hand-scored by using the hand-scoring stencil.

Nomographs

For use with the California Achievement Tests—these tables are designed to aid in the processing of test data. On one side numbers from 10 to 990 are listed alongside three column entries for each. These column entries show the numbers divided by 2, 3, and 6. A rapid way to obtain average grade placements for the three subject areas: Reading, Arithmetic, and Language, or to find average grade placements for the total battery. On the reverse side is a nomograph for the separate Language and Non-Language M.A.'s or I.Q.'s. All values have been rounded correctly when necessary. The procedures require no computation, but substitute a simple, mechanical operation.

Lower Primary Level, Forms W or X
Grades: 1-2
Time: 90 minutes
Price: $6.20 per 35

Upper Primary Level, Forms W or X
Grades: 3 and Lower 4
Time: 90 minutes
Price: $6.60 per 35

Elementary Battery, Forms W, X, Y or Z
Grades: 4-6
Time: 120 minutes
Price: $7.35 per 35
Scorezes: (all forms) Reading: $ .11 each
Arithmetic: $ .11 each
Language: $.11 each

See page 8 for ordering procedure

Machine-answer sheets: Reading. $ .06 each
Arithmetic: $ .06 each
Language: $ .06 each
Nomographs: $ .05 per copy
Hand stencils: $75 per set (for use with machine sheets)
Machine stencils: $1.50 per set
Profiles: Total Battery, $ .04 each
Summary of Survey Data Sheets: (Form for recording school or system-wide results. Not available for Advanced Level—$ .12 each)

Junior High Battery, Forms W, X, Y, or Z
Grades: 7-9
Time: 150 minutes
Price: Same as Elementary—except machine stencils are $1.95 per set

Advanced Battery, Forms W, X or Y
Grades: 9-14
Time: 150 minutes
Price: Same as Elementary, except machine stencils are $1.75 per set

Note: If extra accessories are desired for any of the batteries, they must be ordered separately.
Manuals: $.35 each
Keys: $.30 per set
Class records: $.10 each

ESSENTIAL HIGH SCHOOL CONTENT BATTERY, FORMS AM or BM

Contains four tests: Mathematics, Science, Social Studies, and Language and Literature. In each of these areas the test yields comparable measures of status that are of value in the appraisal of student progress, evaluation of the instructional program, curriculum revision, and student guidance. The results are also useful in predicting success in college. Easy to administer and score. Profile chart permits the graphic recording of results of the four tests, and aids in their interpretation. End of year percentile norms by grade are given in the manual for each subtest and for total score, separately for students in academic and scientific courses, general and commercial courses, and for all students combined. Average scores in the Mathematics and Science Tests for groups having various amounts of training in these subjects are also provided. Mid-year percentile norms are available separately on request. An answer sheet is required for each student, and may be either hand or machine scored with key that comes in the package.

Grades: 10-12
Time: Five class periods—one 45 and four 40 minutes
Price: $9.95 per 35
Answer sheets, (required), $2.50 per 35

See page 8 for ordering procedure

Cumulative Individual Profile Sheets, $.04 each
Extra manuals, $.35 each
Extra class records, $.10 each
Extra keys, $.75 set

IOWA HIGH SCHOOL CONTENT EXAMINATION, FORMS L or M

Based on the month of April— this quick-scoring examination is designed to provide an accurate appraisal of the high school senior's and the college student's knowledge of the four basic areas of the typical academic high school curriculum: 1, English grammar and literature; 2, Mathematics; 3, Science; 4, Social Studies. Total score furnishes an evaluation of the student's general mastery of the subject-matter content in these areas. Part scores reveal fields in which the student is strong or weak. Useful for guidance and remedial work. Each package contains 25 test booklets and 25 hand-scoring answer sheets. Machine-scoring answer sheets also available. *Examiner's manual and scoring stencils* (either hand or machine) *must be ordered separately.*

Grades: 11-12 and college freshmen

Price: $3.80 per package of 25 tests, with 25 hand-scoring answer sheets

Extra hand-scoring answer sheets, $ .04 each
Hand stencils, $ .30
Machine answer sheets, $ .06 each
Machine stencils, $ .50 per set (specify form)
Manuals: $ .35 each

IOWA TESTS OF BASIC SKILLS—FORMS I AND II

The tests for all grades are in one spiral-bound re-usable booklet, thus providing continuity of measurement from grade 3 through grade 9. The tests for each grade are adapted specifically to that grade, using some of the test items from adjacent grades which are appropriate for measuring the extreme ranges in the grade tested. Answers are marked on separate sheets which may be either hand or machine scored. Areas tested are Vocabulary, Reading Comprehension, Language Skill, Work-Study Skills, and Arithmetic Skills. Norms available are: grade-equivalent, grade-percentile for individual pupils, and grade-percentiles for school averages. The latter two norms are provided for the beginning, middle, and end of the school year.

Grades: 3-9

Price: Test Booklets, Forms I and II, $.85 each

Answer Sheets, in pkgs of 35 with manual, 2 class records, and 35 profiles $4.00.
Individual Answer Sheets, $.09 each.
Scoring Masks, $ .55 each
Teacher's Manuals, $ .55 each

See page 8 for ordering procedure

Manual for Administrators, Supervisors, and Counselors, $1.10 each
Class Records, $ .05 each
Profiles, $ .05 each

IOWA TEST OF EDUCATIONAL DEVELOPMENT, FORM Y-3S

A battery of nine objective tests designed to provide a comprehensive and dependable description of the general educational development of the high school pupil. Over 700 items are included, each selected for its discriminating power in the evaluation of the ultimate and lasting results of an educational program.

This is not primarily a test of subject matter; emphasis here is on broad intellectual skills and interests, or understanding of and ability to use what is learned, rather than on sheer knowledge of facts. The tests are designed for annual administration to all students in upper grades, regardless of grade classification or course registration. School administrators have found it a reliable and scientific aid in adapting instruction and guidance to individual pupil needs, evaluating and raising the levels of class and school achievement, correcting student and curriculum weaknesses, identifying gifted children and stimulating better education, reducing the number of drop-outs and repeaters.

The tests come in individual packages and can be ordered separately, or as a battery. Please specify test, carbon answer pads, machine answer sheets and stencils by Test number and title.

Specimen sets of each test, $ .60

Test 1—Understanding of Basic Social Concepts—55 minutes
General knowledge and understanding of contemporary social institutions and practices.

Test 2—General Background in the Natural Sciences—60 minutes
General knowledge and understanding of scientific terms and principles, of common natural phenomena and industrial applications, and of the place of science in modern civilization.

Test 3—Correctness and Appropriateness of Expression—60 minutes
Basic elements in correct and effective writing; punctuation, usage, capitalization, spelling, diction, phraseology, and organization.

Test 4—Quantitative Thinking—65 minutes
General mathematics involving practical problems every high school graduate should be able to solve.

Test 5—Interpretation of Reading Materials in the Social Studies—60 minutes
Understanding, interpreting, and evaluating materials from

See page 8 for ordering procedure

social studies textbooks, and magazine and newspaper articles in the field of natural science.

Test 6—Interpretation of Reading Materials in the Natural Sciences—60 minutes
Understanding, interpreting, and evaluating materials from textbooks, and magazine and newspaper articles in the field of natural science.

Test 7—Interpretation—Literature—50 minutes
Appreciation and comprehension of selections from the major types of world literature.

Test 8—General Vocabulary—22 minutes
Measuring not only the student's ability to handle words, but also his "index of intelligence"—his aptitude for learning.

Test 9—Use of Sources of Information—27 minutes
Utilizing standard references and current literature for answers to specific problems.

Grades: 9-13

Time: As above, or approximately 9 hours for total battery including rest periods.

Prices: Reusable test booklets, $2.45 per 20 (each test)
Machine answer sheets, $ .06 each
Machine keys, $ .60 (each test)
Extra manual, $ .30 each
General manual, $ .60 each

METROPOLITAN ACHIEVEMENT TEST, Forms A, B or C

The new edition of this battery in arranged in five levels covering grades 1 through 8.

Primary I: Subtests are word knowledge, word discrimination, reading, arithmetic concepts and skills.

Grades: Latter half of 1

Time: 1 hour and 45 minutes

Price: $5.35 per 35
Extra accessories: $ .55 set

Primary II: Subtests are the same as above with a dictation type spelling test added.

Grades: 2 and beginning 3

Time: 2 hours

Price: $6.85 per 35
Extra accessories: $ .75 set

See page 8 for ordering procedure

Elementary Battery: Subtests in addition to those listed above are a language test, arithmetic computation, and arithmetic problem solving and concepts.

Grades: 3 and 4
Time: 2 hours and 45 minutes
Price: $6.85 per 35
Extra accessories: $ .85 set

Intermediate Battery Complete: Subtests are word knowledge, reading, spelling, language, arithmetic computation, arithmetic problem solving and concepts, social studies, and science.

Grades: 5 and 6
Time: 4 hours
Price: $9.55 per 35
Extra accessories: $1.15 set

Intermediate Battery Partial: Subtests are tool subjects, reading, language, spelling, arithmetic, and study skills.

Grades: 5 and 6
Time: 3 hours and 30 minutes
Price: $7.75 per 35
Extra accessories: $ .95 set

Advanced Battery Complete: Subtests are the same as those for the Intermediate Battery Complete.

Grades: 7 and 8, and beginning 9
Time: 4 hours and 15 minutes
Price: $9.55 per 35
Extra accessories: $1.15 set

Advanced Battery Partial: Subtests are the same as those for the Intermediate Battery Partial.

Grades: 7, 8, and beginning 9
Time: 3 hours and 45 minutes
Price: $7.75 per 35
Extra accessories: $ .95 set

Class Records. There are 2 in each package of tests—
Extra class records: $ .10 each

MACHINE SCORING EDITION

These tests in the two divisions are the same as the hand-scoring edition, but the booklets are reusable with machine-scoring answer sheets. A set of four answer sheets is required for each student.

Intermediate Battery Complete, Forms AM or BM

Grades: 5 and 6
Time: 4 hours and 30 minutes
Price: $10.85 per 35

See page 8 for ordering procedure

Answer Sheets: Arithmetic ..... $1.30 per 35
Reading ..... 1.55 per 35
Language ..... 1.55 per 35
Social Studies ..... 1.55 per 35
Machine stencils, $1.45 per set

Advanced Battery Complete, Forms AM or BM
Grades: 7, 8, and beginning 9
Time: 4 hours and 30 minutes
Price: $10.85 per 35
Answer Sheets and stencils same as Intermediate

MINNESOTA HIGH SCHOOL ACHIEVEMENT EXAMINATION

These examinations are based on the latest curricula—were planned and developed by a group of author-teachers. There is a separate examination for each of the following subjects:

English IX
English X
English XI
English XII
Modern World History (10th)
H. S. American History (11th)
Intro. to Social Studies (12th)
(Problems in Am. Democracy)
Advanced Algebra
Business Relations and Occupation
Economic Geography
General Science III (9th)
Biology
Physics
Latin I and II
Chemistry
General Mathematics III (9th)
Elementary Algebra
Plane Geometry
Solid Geometry
Bookkeeping
French I and II
German I and II
Spanish I and II

Prices: $3.20/35 of any one test (specify)

MYERS-RUCH HIGH SCHOOL PROGRESS TEST, FORMS AM or BM

Measures achievement in high school subjects consisting of 120 items equally divided among English, social studies, mathematics, and science. Useful for group analysis but not for individual student appraisal. Separate answer sheets are required only for machine-scoring but may also be hand-scored with the key that comes in the package.

Grades: 9-12
Time: 60 minutes
Price: $3.75 per 35
See page 8 for ordering procedure
Machine answer sheets, $1.60 per 35
Machine stencils, $ .60 per set (specify form)
Hand keys, $ .20
Extra manuals, $ .30
Extra class records, $ .10 each

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OTIS CLASSIFICATION TEST (REVISED), FORM T

A combined mental ability and achievement test that aids in classification of pupils on the basis of mental development and classroom achievement. The achievement test covers reading, spelling, language, and grammar, arithmetic, geography, history and civics, hygiene vocabulary, music and art. The mental ability test is the Otis Beta Quick-Scoring Test. Separate answer sheets are required only for machine-scoring.

Grades: 4-9
Time: 30 minutes for each part
Price: $4.00 per 35
Machine answer sheets: $1.80 per 35
Machine stencils, $ .60 per set

STANFORD ACHIEVEMENT TESTS (HAND-SCORING EDITION)

Four complete batteries of tests for grades 1 through 9 providing a wide range of subject-matter coverage at each grade level.

Primary Battery, Forms K, L, M, or N, contains tests in paragraph meaning, word meaning, spelling, arithmetic reasoning, and arithmetic computation.

Grades: 1.9-3.5
Time: 80 minutes
Price: $3.25 per 35

Elementary Battery, Forms K, L, M, or N, contains tests in word meaning, paragraph meaning, language, arithmetic reasoning, arithmetic computation and spelling.

Grades: 3.0-4.9
Time: 135 minutes
Price: $3.90 per 35

Intermediate Battery, Complete, Forms K, L, M, or N, contains tests in word meaning, paragraph meaning, social studies (both history and geography), science, language, arithmetic reasoning, arithmetic computation, spelling, and study skills.

Grades: 5-6
Time: 215 minutes
Price: $6.35 per 35

Intermediate Battery, Partial, Forms K, L, M, or N, contains the same tests as the complete battery except that social studies, science, and study skills are omitted.

Grades: 5-6
Time: 140 minutes
Price: $5.25 per 35

Advanced Battery, Complete, Forms K, L, M, or N, contains tests in paragraph meaning, social studies (history, geography, citizenship), science,

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language, arithmetic reasoning, arithmetic computation, spelling, and study skills.

Grades: 7-9
Time: 215 minutes
Price: $6.35 per 35

Advanced Battery, Partial, Forms K, L, M, or N, contains the same tests as the complete battery except that social studies, science, and study skills are omitted.

Grades: 7-9
Time: 140 minutes
Price: $5.25 per 35

MACHINE SCORING EDITION

These tests in the two divisions are the same as the hand-scoring edition, but the booklets are reusable with machine-scoring answer sheets. A set of three sheets is required for each student.

Intermediate Battery-Partial, Forms JM, KM, or LM

Grades: 5-6
Time: 140 minutes
Price: Tests $6.90 per 35
Answer sheets: Arithmetic ..... $1.60 per 35
Reading ..... 1.35 per 35
Spelling and Language ..... 1.60 per 35
Machine stencils, $1.10 per set

Advanced Battery-Partial, Forms JM, KM, or LM

Grades: 7-9
Time: 140 minutes
Price: Same as Intermediate

Note: If extra accessories are needed for any of the batteries they must be ordered separately.
Extra sets of accessories, $.60 per set (specify level and form)
Extra class records, $ .10 each
Individual profile charts, $ .04 each

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP) FORMS A or B

STEP is a series of achievement tests of a new kind. They measure critical skills in application of learning in seven major fields of school and college instruction. They measure these skills in a continuous way from the fourth grade of elementary school through the sophomore year of college. The STEP series makes possible a testing program aimed at the central goal of most teachers—the ability of students to use what they have learned in the classroom.

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WHAT STEP MEASURES. Critical skills and understanding that lie at the heart of each major subject field. Progress of the student and the class along the central paths of learning in each field. Ability of the student to apply his learning in problems of practical consequence. Competencies that teachers seek for all young people as they progress through school. Relative achievement of the individual student in terms comparable from field to field and continuous from level to level.

HOW STEP MEASURES. By concentrating on central skills in each field which are most important to maturation and further learning. By following the central paths of learning over a long period of time with tests at successively higher levels. By inviting the student to apply his skills in problems that have meaning and sense for him. By limiting measurement to those outcomes of general education which are central in all kinds of curriculums. By affording a unified measure of student progress in which the different fields and levels are integrated into a continuous whole.

WHAT STEP COVERS. **Listening Comprehension; Reading; Writing; Mathematics; Science; Social Studies; Essay.**

RANGE: **ORDER BY LEVEL.** Level 4—Grades 4-6
3—Grades 7-9
2—Grades 10-12
1—Freshman and sophomore college

Time: Each test, but 1, is 70 minutes, divided into 2 35-minute periods

Prices: Reading Test Booklets, $4.85/20
Writing Test Booklets, $4.85/20
*Listening Test Booklets, $4.85/20
Mathematics Test Booklets, $4.85/20
Science Test Booklets, $4.85/20
Social Studies Booklets, $4.85/20
**Essay Test Booklets, $1.25/20
Answer sheets, $1.25/20 (for use with any STEP test except Essay—which uses no answer sheet. Scorable by hand or machine. Order one sheet per student for each test)
Scoring stencils, $ .55 each (specify test and level)
Directions for Administering—free with booklets except for Listing and Essay.
Manual for Interpreting Scores, $1.25 each (a separate manual is necessary for each field except Essay specify)
LISTENING—Directions for Administering and Scoring, $1.25 each (contains script for dictating content of test)
ESSAY—Examiner's Handbook, $1.25 each—specify level

* Dictation script is in Directions for Administering and Scoring Listening. Order separately, specifying form and level.
** Essay topics and comparison papers for scoring are in the Examiner's Handbook. Order separately, specifying level.

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(contains topics and comparison papers for rating essays and directions for administering, scoring and interpreting)

Technical Report, $1.25 each (covers all STEP tests. Contains background information and statistical data)

Student Profile, $ .65/20 (single sheet provides space for all STEP and SCAT scores)

Score Distribution Sheets, $1.25/50 (facilitates hand tabulation of scores to determine class or grade distributions)

TESTS OF EDUCATIONAL ABILITY (TEA)

These are designed to meet the school need for tests that will accurately predict academic success—both in over-all grade average and in specific areas. The TEA are designed to test students in three specific abilities: Language, Reasoning, and Quantitative. Grade-level norms (AQ—ability quotient) and Age-level norms (IQ) are given.

Range: Grades 4-6, time, 1 hour
6-9, time, 65 minutes
9-12, time, 45-50 minutes

Price: Booklets, $7.10/20
Answer sheet-profile, $7.10/100
Scoring stencil, $.60 each
Manual, $.40 each
Technical supplement, $1.05 each

APTITUDE TEST

APTITUDE TEST FOR OCCUPATIONS

This is a group of six tests, divided as follows:

Test 1, Personal-Social Aptitude—Price:	$3.20 per 35
Test 2. Mechanical Aptitude	4.00 per 35
Test 3. General Sales Aptitude	3.20 per 35
Test 4. Clerical Routine Aptitude	2.45 per 35
Test 5. Computational Aptitude	2.45 per 35
Test 6. Scientific Aptitude	3.20 per 35

These tests may be ordered separately, or as a group. The answers may be marked in the test booklet or on separate answer sheets that can be scored either by hand or machine with the use of a special stencil. The package contains all necessary materials for scoring if answers are marked in the booklet.

Grades: 9-13

Time: Varies on individual tests—total battery requires one hour and 47 minutes

Price: As above for test booklets
Separate answer sheets: $ .06 each

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Hand or machine stencils for separate answer sheets $ .50 set

Profiles: $ .06

Manual $ .30

DETROIT GENERAL APTITUDE EXAMINATION, FORM A

This examination is a new step in the field of aptitude testing. Three kinds of aptitudes—intelligence, mechanical, and clerical—are included in the sixteen-page booklet. It is given as one test to be analyzed later into three fields. Economy of testing has been achieved by using certain tests in more than one type of aptitude. For example, tests 4 and 13 are used for intelligence, mechanical, and clerical aptitudes. The pages are so arranged that the tests of all three aptitudes are scattered among the sixteen pages.

1. The general results are used for purposes of classification of interests which will aid pupils to recognize the values of high school studies.

2. They are used for individual counseling in cases of educational disability, in cases of uneven education accomplishments, for education guidance, and for possible causes of emotional and social maladjustment. The detailed data on the "Analysis of Results" charts are especially helpful in these cases.

3. The intelligence sections, consisting of ten pages of sub-tests, have five of them with items requiring reading of words, sentences, or other language materials, but the remaining five pages without such materials. Package contains tests, Analysis of Results charts, Answer Key and Record Sheet. Teacher's Handbook must be ordered separately.

Grades: Junior and senior high school

Time: 85 to 90 minutes

Price: $5.65 per 35

Teacher's Handbook, $ .50 each

Extra Analysis of Results Charts, $ .55 per 35

(NOTE: The Ayres Handwriting Scale is needed in scoring Test 1 of this Examination)

DIFFERENTIAL APTITUDE TESTS

An integrated battery of aptitude tests, providing eight reliable scores useful in educational and vocational guidance at the junior and senior high school levels. Careful research and standardization give assurance of stable scores and meaningful profiles.

Administration is simple. Clear instructions are printed in each test booklet. Convenient time units make it possible for classroom teachers to test in regular class periods, and allow for flexibility in the testing program. The clerical test requires six minutes of actual working time, the

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two parts of the Language Usage together take thirty-five minutes, and the other tests require twenty-five to thirty minutes each.

Scoring by hand or by machine is simplified by the use of IBM perforated stencils. The charting of results is made easy by use of clear norms tables and a convenient profile report form.

Test Booklets are sold in packages of 25 copies. Seven different booklets are published, since the Language Usage booklet includes both the Spelling and Sentence tests.

A separate answer sheet is required for each student. The sheets may be either hand or machine scored by using the proper stencil keys.

Price: Hand stencils, $2.00 per set
Machine stencils, $2.00 per set
Separate stencils, $ .30 each

	Test Booklets	*Answer Sheets*
Verbal Reasoning	$3.65 per 25	$2.30 per 50
Numerical Ability	2.75 " "	" " "
Abstract Reasoning	3.65 " "	" " "
Space Relations	4.25 " "	" " "
Mechanical Reasoning	4.55 " "	" " "
Clerical Speed and Accuracy	3.65 " "	" " "
Language Usage	3.65 " "	" " "
Individual Profile Charts	1.50 per 50	or $16.00 for 500
Interpretive Manual	2.40 each	for any *one* test

FLANAGAN APTITUDE CLASSIFICATION TESTS (FACT)

This separate booklet edition measures skills in 14 critical job elements found to be important to success in numerous occupations. Different occupations require different combinations of skills: no occupation requires high ability in all 14 FACT-measured skills. Thus individual students or groups of students, may be given selected tests from the FACT battery when particular job skills are question.

All the FACT school-scoring tests are paper-and-pencil tests; they can be given to a group by one examiner. Students mark their answers in the self-scoring booklets. Aptitude Classification Sheets provide the counselor with a means of computing a student's job element aptitudes. Jobs are grouped as to: professional, business, and skilled trades.

Range: High school and adult

Time: 5 hours 28 minutes for entire battery. Individual tests vary from 5 to 40 minutes

Prices: Booklets, $2.60/20 **(ORDER BY NUMBER OR TITLE AS FOLLOWS)**

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FACT TEST BOOKLETS—

1A—Inspection	**8A—Judgment**
2A—Coding	**9A—Arithmetic**
3A—Memory (2A must be given first)	**10A—Patterns**
4A—Precision	**11A—Components**
5A—Assembly	**12A—Tables**
6A—Scales	**13A—Mechanics**
7A—Coordination	**14A—Expression**

Aptitude Classification Sheets, $ .75/20
Student's booklet, $ .30 each (each student must have one—provides worksheets for all occupations)
Examiner's manual, $ .35 each
Counselor's booklet, $ .50 each
Technical supplement, $ .35 each
Manual, "Interpreting Test Scores", $ .30 each

MULTIPLE APTITUDE TESTS, 1959 Edition

Has nine differential tests in primary aptitude areas designed to yield a maximum data when used as an integrated battery. Also gives four factorially determined scores— Verbal Comprehension, Perceptual Speed, Numerical Reasoning, and Spatial Visualization—and a Scholastic Potential score (Verbal Comprehension and Numerical Reasoning combined) for assistance in guidance and counseling. Either the tests or factors, or both, can be used selectively to help individuals make wiser decisions in relations to today's vocational and academic opportunities, and for personnel selection and upgrading. Same set of directions may be used whether answers are recorded on test booklets or IBM answer sheets. The 1959 norms are composite sex norms, presented as both standard scores and percentiles for grades 7-13. Separate norms for boys and girls are also available.

Grades: 7-13 ORDER BY FACTOR

FACTOR I.	Verbal Comprehension	
Test 1.	Word Meaning	12 min.
Test 2.	Paragraph Meaning	30 min.
FACTOR II.	Perceptual Speed	
Test 3.	Language Usage	25 min
Test 4.	Routine Clerical Facility	8 min.
FACTOR III.	Numerical Reasoning	
Test 5.	Arithmetic Reasoning	30 min.
Test 6.	Arithmetic Computation	22 min.
FACTOR IV.	Spatial Visualization	
Test 7.	Applied Science and Mechanics	30 min.
Test 8.	Spatial Relations—2 Dimensions	8 min.
Test 9.	Spatial Relations—3 Dimensions	12 min.

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PRICES: FACTORS I, II, III, $5.05/35
FACTOR IV, $10.05/35
Directions for Administering and Scoring, $.35 each
Guide to Interpreting Test Scores, $.65 each
Class Records, $.12 each
Extended Profiles, $.04 each
IBM answer sheet for Factors I and II, $.07 each (one sheet)
IBM answer sheet for Factors III, and IV, $.07 each (one sheet)
Hand stencils for IBM's, $.95 set
Machine stencils for IBM's, $.95 set

ART

MEIER ART JUDGMENT TEST

This test consists of a book of 100 pairs of pictures printed by a special process resembling etching, and a record sheet containing instructions, statements of difference between pairs of pictures and a means of recording pupil judgment.

Grades: Junior and senior high school
Price: $1.35 per book
Test record sheets: $ .06 each
Manuals, $ .35
Keys, $ .20

ENGLISH LANGUAGE ARTS

BARRETT-RYAN-SCHRAMMEL ENGLISH TEST, FORMS DM or EM

Contains five subtests covering Functional Grammar, Punctuation, The Sentence (parts of speech, parts of a sentence, sentence elements), Vocabulary, and Pronunciation. Content is based on the common content of leading textbooks and courses of study, the experience of teachers and supervisors using earlier editions, and detailed study of types of students errors. No separate answer sheet is required except for machine scoring—they may also be hand scored with the key that comes in the package.

Grades: 9-12
Time: 60 minutes
Price: $3.75 per 35
Separate answer Sheets, $1.80 per 35

CALIFORNIA LANGUAGE TEST, FORM W or X

This test is identicial with the Language part of the achievement battery. It is divided into two major tests, Mechanics of English and Grammar and Spelling. The first major test is in turn divided into sections giving part scores for diagnostic purposes. It may be answered in the test booklet or on separate scorezes or machine answer sheets.

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Elementary
Grades: 4-6
Time: 25 minutes
Price: Tests, $3.50 per 35
Scorezes, $ .11 each
Machine answer sheets, $ .06 each
Hand keys for machine sheets, $ .25 each
Machine keys, $ .50 each

Junior High
Grades: 7-9
Time: 29 minutes
Price: same as Elementary
Machine keys, $ .65 each

Advanced
Grades: 9-14
Time: 31 minutes
Price: same as Elementary
Machine keys, $ .60 each

COOPERATIVE ENGLISH—Combined booklet edition—1960 revision

This comprehensive instrument to measure the most important basic English skills has now been compiled into two tests for each level instead of 3. They are: READING COMPREHENSION and ENGLISH EXPRESSION. The **Reading Comprehension Test** contains two parts (Vocabulary and Reading) and yields four scores—Vocabulary, Speed and Level of Comprehension and a total Reading Comprehension score. The **English Expression Test** contains two parts—(Effectiveness and Mechanics). Together these yields a single best estimate of a student's ability to appreciate good English expression. There is only 1 answer sheet for the revised edition and it can be hand or machine scored. The same answer sheet is used for all forms and all levels.

Lower Level: Forms 2A and 2B
Grades: 9-12
Time: 40 min. per part or total of 80 minutes
Price: Test booklets, $5.25 per 20
Answer sheets, $1.25 per 20
Scoring Stencils, $50 each (specify form)
Manual for Interpreting scores, $1.25 each
Student Report-Profile, $1.25 per 20
Score Distribution Sheets, $1.00 per 50
Technical Report, $1.25 each

Higher Level: Forms IA and IB
Grades: College freshmen and sophomores

See page 8 for ordering procedure

Time: Same as Lower Level
Price: Same as Lower Level

COOPERATIVE LITERARY COMPREHENSION AND APPRECIATION TEST, FORM R

Items based on selections of poetry and literary prose measure the student's ability to recognize literary devices, define the author's point of view or attitude, identify verse patterns, meter, etc. Interpretation and appreciation of literature are measured rather than familiarity with the material presented. The test is also an instrumental aid in increasing the student's enjoyment of literature by developing his ability to understand it.

Grades: 10-12 and college
Time: 40 minutes
Price: Test booklets, $3.00 per 25
Answer Sheets (Optional), $1.25 per 25
Stencils, $ .35 each (for separate answer sheets)

ESSENTIALS OF ENGLISH TEST, FORMS A or B

This test comes in a six-page booklet which is divided into five parts as follows: I, Spelling; II, Grammatical Usage; III, Word Usage; IV, Sentence Structure; V, Punctuation and Capitalization.

The package contains tests, directions, scoring key, class record and Diagnostic Key.

Grades: 7-12 and college freshmen
Time: 45 minutes
Price: $2.50 per 25

IOWA LANGUAGE ABILITIES TESTS

There are two tests in this group. Each test covers spelling, word meaning, language usage, capitalization, and punctuation. The Intermediate also covers sentence sense and grammatical form recognition. A **Manual for Interpreting,** which must be ordered separately, gives detailed information on diagnois and remediation.

Elementary, Form A
Grades: 4-7
Time: 48 minutes
Price: $4.05 per 35
Manual for Interpreting either Elementary or Intermediate, $ .35 each

Intermediate, Form B
Grades: 7-10
Time: 46 minutes
Price: $4.95 per 35
Manual for Interpreting, $ .35 each

See page 8 for ordering procedure

MACHINE-SCORING EDITION, FORMS AM or BM

Intermediate

Grades: 7-10
Time: 46 minutes
See page 8 for ordering procedure
Price: $6.35 per 35
Machine answer sheets, $2.50 per 35
Machine stencil, $ .85 set
Manual for Interpreting, $ .35 each

TEST OF ENGLISH USAGE, FORM A

Divided into three parts: Test I—Mechanics of Writing, which includes capitalization, use of the apostrophe, and punctuation; Test II—Accurate Use of Words, which includes words of action and verb forms; and Test III—Building Sentences and Paragraphs. Student answers are marked on the test booklet or on separate Scorezes or machine-scoring answer sheets. The machine answer sheets can be scored by hand with the hand-scoring stencil.

Grades. High school and college
Time: 2-50 minute periods
Price: $3.90 per 35
Scorezes, $ .11 each
Machine answer sheets, $ .06
Machine stencils, $ .70
Hand-stencils, $ .30

TRESSLER ENGLISH MINIMUM ESSENTIALS TEST, FORM A

Covers the essentials of good usage in grammatical correctness, vocabulary, punctuation and capitalization, sentence structure, sentence sense, inflection and accent, and spelling. Separate answer sheets are not necessary except for machine scoring.

Grades: 8-12
Time: 40-50 minutes
Price: $3.00 per 35
Machine answer sheets, $ .08 each
Machine keys, $ .40 each

FOREIGN LANGUAGE

COOPERATIVE FRENCH TEST, ELEMENTARY FORMS R or Q

This test consists of three parts: Reading, Vocabulary, and Grammar. Reading comprehension is tested by incomplete statements in French, for each of which the student selects the most reasonable of five suggested conclusions. In the Vocabulary section, he selects the most nearly satisfactory English equivalent for each French word. In the Grammar section.

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he selects the one of five choices which correctly completes the transaction into French of a given English sentence. Separate answer sheets may be used, but are not required except for machine scoring.

Grades: Students in first two years of high school French or college freshmen
Time: 40 minutes
Prices: Tests $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 (required with separate answer sheets)

COOPERATIVE FRENCH TEST—ADVANCED, FORM R

Contains three parts—Reading section requires students to select the most reasonable conclusion to incomplete statements in French. The vocabulary section has a list of words for which the student must select a synonym. The Grammar section gives five choices of which the student must select the correct one to complete the translation into French. Seperate enswer sheets are optional.

Grades: Students with more than 2 years French in High School or one year in college
Time: 40 minutes
Prices: $3.60/25
Separate answer sheets, $1.25/25
Stencil for answer sheets, $ .35 each

COOPERATIVE FRENCH LISTENING COMPREHENSION TEST, FORM A

A measure of achievement in understanding spoken native French. Tape-recorded sections in French spoken by a cultivated Parisian; students respond in answer booklets which are objectively scored. Manual provides script for use in place of audio equipment, but norms are based on administration with tape recorder. End-of-year percentile rank tables for third- and fourth-year classes in public secondary schools are available. Also, second-, third-, and fourth-year classes in independent secondary schools, and second-, third, and fourth-semester college classes.

Grades: Second year of high school French through fifth semester college
Time: 30 minutes
Price: Tape Recording, $15.00 (Specify speed: 3¾ ips or 7½ ips)
Answer booklets, $3.90 per 25 (Required)
Examiner's manuals, $1.25 each

COOPERATIVE LATIN TEST, ELEMENTARY FORMS R or Q

This test consists of three parts: Reading, Vocabulary, and Grammar. The Reading section includes both statements in Latin, for each of which the student selects the most reasonable Latin conclusion, and a number of short connected passages, each followed by a group of questions in English

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concerning its content. In the Vocabulary section the student selects the most nearly satisfactory English equivalent for each Latin word. In the Grammar section, he selects the word or phrase which correctly completes the translation into Latin of a given English sentence. Separate answer sheets may be used, but are required only for machine scoring.

Grades: Students in the first two years of high school or college freshmen
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 (required with separate onswer sheets)

COOPERATIVE SPANISH TEST, ELEMENTARY FORM P

Consists of three parts: Reading, Vocabulary, and Grammar. Reading comprehension is tested in incomplete statements, for each of which the student selects the most reasonable of five suggested conclusions. In the Vocabulary section, he selects the most nearly satisfactory English equivalent for each Spanish word. In the Grammar section, he selects the one of five choices which correctly complete the translation into Spanish of a given English sentence. Separate answer sheets may be used but are required only for machine scoring.

Grades: Students in the first two years of high school or college freshmen
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 (required with separate answer sheets)

COOPERATIVE SPANISH TEST, ADVANCED, FORM P

Contents same as Elementary level.

Grades: Students with more than two years of Spanish in high school or more than one year in college
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 (required with separate answer sheets)

LURIA-ORLEANS MODERN LANGUAGE PROGNOSIS TEST

A measure of aptitude for learning modern languages, to be used in screening—abilities requisite for learning a language are covered by eleven subtests, based on short language lessons. Manual includes practical suggestions for use of results, and validity data reporting a correlation of .68 between scores on the test and success in beginning French.

Grades: 7-12
Time: 76 minutes
Price: $3.65 per 35

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ORLEANS-SOLOMON LATIN PROGNOSIS TEST, FORM A

Provides a means of determining before study is begun what success students may be expected to have in Latin. Consists of several simple Latin lessons with a test on each lesson. Gives a basis for advising high school students as to whether they should study Latin, or repeat it, if they have failed. May also be used for the classification of students entering Latin classes.

Grades: High school, before beginning Latin instruction
Time: 50 minutes; over-all time approximately an hour
Price: $3.75 per 35

ULLMAN-KIRBY LATIN COMPREHENSION TEST, FORM I

This test consists of passages similar to the texts read in high school together with questions designed to reveal the degree to which the pupil is able to comprehend what he has read. It may be used in any year of the Latin course. One copy needed for each pupil.

Grades: Any Latin course
Price: Tests, $ .06 each
Keys, $ .25 each

HANDWRITING

AYERS HANDWRITING SCALE

One sheet, 9"x36" for use in grades 2-8
Price: $ .40 each

HANDWRITING FOR LEFT-HANDED CHILDREN

Price: $1.05 per copy

HEALTH

KILANDER HEALTH KNOWLEDGE TEST, FORM AM

A measure of knowledge and understanding of matters pertaining to health. The test includes questions on personal health, community health and sanitation, nutrition, safety and first aid, and mental and emotional health. Although intended primarily as a measure of achievement in a course in health instruction, it may be used also to measure health knowledge resulting from other courses or obtained incidentally. An answer sheet is required for each student—they may be hand or machine scored with the stencil in the package.

Grades: 9-12
Time: 40 minutes
Price: $3.85 per 35
Answer sheets: $1.50 per 35

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HISTORY

CALIFORNIA TEST IN SOCIAL AND RELATED SCIENCES

(See Social Studies)
Part I, American History to 1876
Part II, American History since 1876

COOPERATIVE AMERICAN HISTORY TEST, FORM Z

This test samples the wide range of material covered in secondary schools and college survey courses in American Histroy. On the secondary school level it is particularly suitable for college preparatory students. It measures primarily the student's knowledge of basic facts and trends in the economic, social, and political development of the United States. Separate answer sheets may be used, but are not required except for machine-scoring.

Grades: High school and elementary college
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencil, $ .35 (required with separate answer sheets)

COOPERATIVE WORLD HISTORY TEST, FORMS X, Y, or Z

This test measures acquaintance with major political, social, and economic trends from prehistoric times to the present. Students are asked to exercise broad time perspective and to show an understanding of basic historical developments. Considerable emphasis is given to the twentieth century. This test is an especially useful measure of end-of-course achievement of superior senior high school classes in world history. Separate answer sheets are optional.

Grades: High School classes in world history
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 each

CRARY AMERICAN HISTORY TEST, FORMS AM or BM

An end-of-year test which measures not only knowledge of important historical facts, such as dates, laws, treaties, etc., but also understanding of historical processes, ability to interpret historical data, map skills, and reasoning by inference. Important aspects of political, social, economic, diplomatic, military, and cultural history are covered. Separate answer sheets are required for each student. Scoring key comes in the package.

Grades: End-of-course
Time: 40 minutes
Price: $3.85 per 35
Answer sheets, $1.50 per 35 (Specify Form)

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CUMMINGS WORLD HISTORY TEST, FORM AM

A measure not only of factual knowledge of world history, but also of understanding of the great movements and social trends that have taken place in the development of civilization. The first 45 items are factual questions on major historical events, dates, places, and leaders. the remaining 35 items cover important aspects of the history of ancient times, medieval and modern Europe, and the two World Wars. Separate answer sheets are required for each pupil. Scoring key comes in the package.

Grades: End of typical World History Course
Time: 40 minutes
Price: $4.45 per 35
Answer sheets, $1.50 per 35

INTELLIGENCE TESTS

A.C.E. PSYCHOLOGICAL EXAMINATION FOR HIGH SCHOOL STUDENTS—1953 Edition

This test is valuable for indicating a student's mental ability and the caliber of school achievement that might be expected from him. The part scores have immediate value in both academic and vocational guidance, and the results are meaningful to colleges when presented as a part of the applicant's high school record.

The examination has two distinct parts: Linguistic (yielding the L-score) and Quantitative (yielding the Q-score). The L-score is indicative of ability to succeed in those fields which require proficiency with language and facility of expression. The Q-score measures ability to deal with the type of material covered in technical curricula. Package contains 25 tests and Manual of Directions only. Answer sheets and scoring stencils must be ordered separately. An answer sheet is required for each pupil tested.

Grades: 9-12
Time: 55 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Scoring stencils. $ .60 each
Manual, $ .30 each

A.C.E. PSYCHOLOGICAL EXAMINATION FOR COLLEGE FRESHMEN—1954 Edition

This examination is especially designed for the appraisal of scholastic aptitude, or general intelligence, with reference to the requirements of most college curricula. The test has two distinct parts: Linguistic (yielding the L-score) and the Quantitative (yielding the Q-score). The L-score measures ability to deal with the type of material covered in technical

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curricula. Separate and composite scores are readily obtainable. A separate answer sheet is required for each student and separate stencils are necessary.

Grades: College freshman
Time: 60 minutes
Price: $3.75 per 25
Answer Sheets: $1.25 per 25
Scoring stencil: $ .60
Manual, $ .30 each

AGE AND I.Q. CALCULATOR (see AIDS TO SCHOOL ADMINISTRATORS)

ARMY GENERAL CLASSIFICATION TEST—Civilian Edition, FORM AH (hand-scoring) or AM (machine-scoring)

This intelligence test measures general learning ability and helps predict success in many school courses and industrial occupations. Scores can also be used to predict scholastic and college success. It is an especially useful and helpful group intelligence test because it covers a wide range of ability, includes a broad sampling of different types of ability and provides a good balance between these abilities It was first developed for service men and women and revised for civilian use. A carbon answer pad, for the AH booklets, or a machine answer sheet, for the AM booklets, must be ordered for each student. No carbon answer pad comes with the booklets.

Grades: High school and college
Time: 50 minutes
Price: Reusable booklets, AH or AM, $ .60 each
Self-scoring pin-punch carbon answer pads for AH $2.45 per 20
Machine answer sheets for AM, $ .06 each
Machine stencil, $1.05 per set
Manual, $ .30 each

CALIFORNIA TEST OF MENTAL MATURITY—1957 EDITION (LANGUAGE AND NON-LANGUAGE)—LONG FORM

This test is made up of several sub-tests arranged under the headings of memory, spatial relations, logical reasoning, numerical reasoning, and verbal concepts. The test yields both mental ages and intelligence quotients for the language and non-language sections and for the total test. The levels Elementary through Advanced may be hand or machine-scored Booklets become reusable when either the separate hand-scoring Scoreze or the machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the scoreze, but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

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Pre-Primary Series
Grades: Kindergarten-1
Time: 2 periods of 45 minutes each
Price: $6.70 per 35

Primary Series
Grades: 1-3
Time: Same as above.
Price: Same as above.

Elementary Series
Grades: 4-8
Time: Same as above.
Price: Same as above.
Scorezes:
Language, $ .11 each
Non-Language, $ .11 each
Machine answer sheets:
Language, $ .06 each
Non-Language, $ .06 each
Machine stencils, $ .70 per set
Hand stencils, $ .50 per set (for use with machine sheets)

Junior High Series
Grades: 7-9
Time: Same as above.
Price: Same as above.

Secondary Series
Grades: 9-13
Time: Same as above.
Price: Same as above.

Advanced Series
Grades: Superior 10, college and adult
Time: Same as above.
Price: Same as above.
Extra accessories: Manuals, $ .30
Keys, $ .10
Class records, $ .10

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY—1957 Edition

The seven sub-tests give scores in four components, namely; spatial relations, logical reasoning, numerical reasoning, and verbal concepts. The test yields, both mental ages and intelligence quotients for the language and non-language sections and for the total test. Answer sheets are optional.

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Hand-E-Score Templates. A new accessory designed to cut in half the time needed to hand-score the pre-Primary and Primary levels of the California Short-Form Mental Maturity tests. It consists of cardboard templates for each page, cut out to reveal the location of only the right answers. Counting the number of correct answers is therefore accurate, easy and rapid. Every person scoring these two levels of this test will be saved considerable work when Hand-E-Score is used. ORDER BY LEVEL.

Pre-Primary Series

Grades: Kindergarten-1
Time: 50 minutes
Price: $3.90 per 35
Hand-E-Templates, $ .85 set

Primary Series

Grades: 1-3
Time: Same as above.
Prices: Same as above

Elementary Series

Grades: 4-8
Time: Same as above
Price: Same as above for tests
Scorezes, $ .11 each (Elementary and higher levels
Machine answer sheets, $ .06 each (Elem. and higher levels)
Machine stencils, $ .50
Hand stencils, $ .25 (for use with machine sheets)
Extra accessories: Manuals, $ .30 each
Keys, $ .10
Class records, $ .10
Profiles, $ .04 each (Elementary and higher levels)

Junior High Series

Grades: 7-9
Time: Same as above.
Price: Same as above.

Secondary Series

Grades: 9-13
Time: Same as above.
Price: Same as above.

Advanced Series

Grades: Superior 10, college and adult
Time: Same as above.
Price: Same as above.

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DAVIS-EELLS TESTS OF GENERAL INTELLIGENCE OR PROBLEM-SOLVING ABILITY

A group of test of general intelligence in which intelligence is defined specifically in terms of problem-solving ability in realistic problem areas. Material is presented entirely verbally. There are no reading requirements. The method of administering stresses a "game" rather than a "test" atmosphere. The manual, which comes separately, is designed particularly for directors of research and supervisory personnel.

Primary Test, Form A
Grades: 1 and 2
Time: Grade 1, two 30 minute periods
Grade 2. three 30 minute periods
Price: $3.00 per 35
Manuals, $1.00 (all levels)

Elementary Test, Form A
Grades: 3-6
Time: Two 50-60 minute periods
Price: $5.50 per 35

DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST, Revised, FORM A

A non-reading group intelligence test consisting of ten short sub-tests.
Grades: Beginning first grade
Time: 30-35 minutes
Price: $3.10 per 35

DETROIT ADVANCED FIRST-GRADE INTELLIGENCE TEST, FORM A

A non-reading group intelligence test.
Grades: Middle to end of first grade and beginning second grade
Time: 30-35 minutes
Price: $3.10 per 35

DETROIT KINDERGARTEN TEST, FORM A

An individually-administered intelligence test.
Grades: Beginning kindergarten
Time: 7-12 minutes
Price: $2.60 per 35

HENMON-NELSON TEST OF MENTAL ABILITY, FORM A

Each test consists of 90 items arranged in order of difficulty. Although maintaining the same number of items as the previous edition, each test in

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the revision covers a range of only 4 grades instead of 6. There is a 1-grade overlap, provided between each of the three tests. Scoring is easy and rapid by a carbon in the self-marking device. When ordering specify level.

Grades: Elementary, 3-6
Junior High, 6-9
High School, 9-12
Time: 30 minutes
Prices: $4.00 per 35
Extra manuals, $ .40 each
Extra class records, $ .12 each

JENSEN I.Q. DIAL (see AIDS TO SCHOOL ADMINISTRATORS)

GOODENOUGH INTELLIGENCE TEST

A non-verbal test of mental ability, suitable for use either as a group test or as an individual test. Estimates of mental ability are based on characteristics of the subject's drawing of a man. Especially useful for children with language handicaps or with unusual backgrounds. Directions for administration and interpretation of the test are in the author's book, Measurement of Intelligence by Drawings.

Grades: Ages 4-10
Time: No time limit
Price: Drawing Sheets, $1.65 per 35
Measurement of Intelligence by Drawings, $5.00 per copy

KUHLMANN-ANDERSON INTELLIGENCE TEST

Sixty Editions of a long-established measure of general learning ability. Median mental age method of scoring used, thus eliminating the undue significance of zero and maximum scores on parts. There are 39 tests arranged in nine overlapping scales (10 tests at each grade level) adapted to school classes.

Grade level is indicated for testing normal classes early in the year: for superior pupils or second-semester testing, use next higher level.)

Time: actual working time 20-30 minutes
Price: $3.00 per 25

Master Manual (contains essential data as well as copies of each test page and all directions, $2.60)

Handbook (contains essential data from the manual, but without reproductions of the test pages and directions, $.50)

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Specify booklet by Letter

Booklet Title	Age	Usual Grade
K	5-8	Kgn: 1-A
A	6-1	1
B	7-3	2
C	8-4	3
D	9-4	4
E	10-7	5
F	11-9	6
G	13-2	7-8
H	16-0	9-12

KUHLMANN-FINCH INTELLIGENCE TESTS

A test of general mental development comprising 9 test booklets for use in grades from Kindergarten through high school; a measure of intellectual power rather than speed. Easily scored. Booklets for grades 5 through Senior High are reusable if separate answer sheets are used; but their use is optional. Separate answer sheets are not available for Tests I, II, III, and IV. The manual contains complete directions for all grade levels. This test now has the Kwik-Chek carbon answer sheets which require no key for scoring. They are made for all levels from test IV up.

Grades: **Kindergarten and beginning 1st, I, II, III, IV, V, VI, Jr. Hi, Sr. Hi** (numbers correspond to grade level).

Time: Five 5-minute sub-tests in each test

Prices: $3.00 per 25
Kwik-Chek carbon answer pads, $5.50/50 or $ .11 each
Machine answer sheets, $1.25 per 25
Machine stencils, $ .30 each
Hand stencils, $ .30 (for use with machine sheets)
Directions for scoring separate answer sheets $ .15 (specify hand or machine)
Manuals, $1.30 each (all levels)

LORGE-THORNDIKE INTELLIGENCE TESTS

This test provides a continuous set of group tests of abstract reasoning ability for all grades. The primary batteries consist of three non-reading tests including Oral Vocabulary, Pictorial Classification, and Pictorial Pairing. The primary batteries of tests 3, 4, and 5 measure scholastic aptitude through the following subtests: Verbal Reasoning Ability, Vocabulary, Verbal Classification, Sentence Completion, Arithmetic Reasoning, and, on levels 4 and 5 only, Verbal Analogy.

The non-verbal battery measures abstract reasoning ability through subtests involving Pictorial Classification. Pictorial Analogy, and Numerical Relationships, thus giving an estimate of intelligence not heavily in-

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fluenced by reading ability. Subtests for grades 4 and above have their own time limits but these are generous enough to make the test primarily a power rather than speed test.

Four types of norms are given for the test: IQ's, grade percentiles, grade equivalents, and age equivalents. Standard errors of measurement and validity data are presented in the Technical Manual. Order by grade level and form.

CONSUMABLE EDITION
Grades: Primary I—Kindergarten and 1—form A
Time: Approximately 20 minutes
Price: $3.65 per 35
Grades: Primary II—2 and 3—form A
Time: Approximately 20 minutes
Price: $3.65 per 35
Grades: Test 3—4-6—Form A
Time: Verbal—34 minutes
Non-verbal—27 minutes
Price: $2.95 per 35 (Specify Verbal or Non-verbal)
Grades: Test 4—7-9—forms A and B
Time: Verbal—34 minutes
Non-verbal—27 minutes
Price: $2.95 per 35 (Specify Verbal or Non-verbal)
Grades: Test 5—10-12—Form A
Time: Verbal—34 minutes
Non-verbal—27 minutes
Price: $2.95 per 35 (Specify Verbal or Non-verbal)

REUSABLE BOOKLET EDITION—Test 4 and 5—Forms A and B

The answer sheet used with test 4 may be used for test 3 of the reusable edition if you already have test booklets.

Grades: Test 4—7-9
Time: Verbal—34 minutes
Non-verbal—27 minutes
Prices: Test Booklets, $3.10 per 35 (Specify Verbal or Non-verbal)
MRC Answer Sheets, $ .08 each (Required)
Scoring Marks, $ .55 each (Specify level and form)
Examiner's Manuals, $ .40 each
Class Records, $ .05 each
Test 5-10-12 (time and prices same as 4)

METROPOLITAN READINESS TEST, FORMS R or S

A measure of children's maturity or readiness to undertake ordinary first-grade work. The results are useful in indicating which pupils are likely to profit from formal instruction in reading, number work, etc. and which pupils will require additional training before they are ready for such work. The content is entirely pictorial.

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Grades: End of kindergarten and beginning first grade
Time: About 60 minutes
Price: $4.70 per 35

OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST, FORM 21

This power test of intelligence measures scholastic aptitude and reading comprehension ability. Total score on this scholastic aptitude test is a very valid predictor of college success. A separate reading comprehension score is also provided. High School counselors will find it useful when advising students on college plans. College personnel workers can use for counseling, screening and admissions.

Range: High school, college
Time: 2 hours
Prices: Booklets, $ .60 each
Self-scoring pin-punch answer pads, $2 40/20
Manual, $ .35 each

OTIS CLASSIFICATION TEST, Revised

Includes Otis Quick-Scoring Mental Ability BETA.
(See BATTERIES)

OTIS QUICK-SCORING MENTAL ABILITY TESTS: New Edition, Short Form

The new forms are shorter, but yield results directly comparable to the longer ones. The Alpha Test (short form) is half verbal and half nonverbal. Separate answer sheets are optional, but available for the Beta and Gamma Tests and may be hand or machine scored with the separate machine key.

Alpha Test, Form AS
Grades: 1-4
Time: 25 minutes
Price: $2.90 per 35

Beta Test, Forms EM or FM
Grades: 4-9
Time: 30 minutes
Price: $3.00 per 35
Machine answer sheets, $1.35 per 35
Machine stencils, $ .25 each

Gamma Test, Forms EM or FM
Grades: high school and college
Time: 30 minutes
Price: $3.00 per 35
Machine answer sheets, $1.35 per 35
Machine stencils, $ .25 each

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OTIS QUICK-SCORING MENTAL ABILITY TESTS, Long Form

A series of group intelligence tests that give reliable results with a great saving of time in giving and scoring. They are self-administering except for the verbal test of Alpha.

Alpha Test, Forms A or B
Grades: 1-4
Time: 20 minutes
Price: $3.45 per 35

Beta Test, Forms A or B
Grades: 4-9
Time: 30 minutes
Price: $2.50 per 35

OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY

Group intelligence tests that are widely used because of their ease of administering and scoring, the variety of test material, and the simple method of obtaining IQ's.

Intermediate Examination, Forms A, B, or D
Grades: 4-9
Time: Either a 20- or 30-minute time limit may be used
Price: $2.45 per 35

Higher Examination, Form D
Grades: 9-12 and college
Time: Either a 20- or 30-minute time limit may be used
Price: $2.40 per 35

PEABODY PICTURE VOCABULARY TEST

An individual test of verbal intelligence. Easily administered, wide range picture vocabulary test utilizing a graduated series of 150 plates, each containing four pictures. To administer the scale, the examiner proides a stimulus word orally as in "Show me car." The testee then points to, or in some other way indicates the picture which best illustrates the meaning of the stimulus word. Since plates are arranged in ascending order of difficulty, it is necessary only, to test the subject from a basal of eight consecutive correct responses to a ceiling of six errors in eight consecutive plates. Thus the scale is only given over the critical range for a particular subject, requiring only 10 to 15 minutes to administer. Raw scores can then be quickly converted to three types of derived scores: mental ages, standard score I. Q.'s and percentiles.

Especially appropriate for speech impaired, cerebral palsied, withdrawn distractive, mentally retarded, and remedial reading cases. No verbal responses required.

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Range: All levels of intellect including the superior
Price: Complete Kit, including one series of plates, manual of directions including norms, and 50 individual response records, $10.25
Extra Manuals, $1.30
Individual Response Records, $3.05 per 50

PINTNER GENERAL ABILITY TESTS: NON-LANUAGE SERIES

A group test of general intellectual ability that utilizes no verbal situation, measures mental functions independently of word knowledge and facility, and may be administered in pantomime without the use of language.

Intermediate Test, Forms K or L
Grades: 4-9
Time: 50 minutes
Price: $5.55 per 35

PINTNER GENERAL ABILITY TESTS: VERBAL SERIES

Four batteries of mental tests that fulfill modern requirements for a complete series of group tests of general mental ability at all levels, measuring a variety of aspects of general mental ability.

Pintner-Cunningham Primary Test is entirely oral. **Forms A, B, or C**
Grades: Kindergarten-2
Time: 25 minutes
Price: $3.30 per 35

Pintner-Durost Elementary Test
Scale 1, Picture Content, Forms A or B
Grades: 2-4
Time: 45 minutes
Price: $4.55 per 35

Scale 2, Reading Content, Forms A or B
Grades: 2-4
Time: 45 minutes
Price: $3.50 per 35

Pintner Intermediate Test, Forms A or B
(semi-self-administering)
Grades: 4-9
Time: 45 minutes
Price: $4.00 per 35
Answer sheets, $1.80 per 35
Machine stencils, $ .50 per set (necessary with separate sheets)
Manual for Interpreting, $ .35

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Pintner Advanced Test, Forms A or B
Grades: 9 and above
Time: 55 minutes
Price: $4.00 per 35
Answer sheets, $1.80 per 35
Machine stencils, $ .50 per set (necessary with separate sheets)
Manual for Interpreting, $ .30

COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS—FORMS A or B

The SCAT series has been developed to help teachers, counselors-and students estimate the capacity of individuals to undertake the academic work of the next higher school level. The tests are measured of developed ability, indicative of the relative academic success the student is likely to achieve in his next steps up the educational ladder.

Each test booklet in the SCAT series contains four relatively short subtests or parts. Two of these subtests, Parts I and III, are measures of developed ability in skills closely related to student success in the verbal kinds of school learning. The total number of right answers on these two parts is converted into a Verbal Score. The two other subtests, Part II and IV, are measures of ability in certain quantitative skills of number manipulation and problem solving. These two parts yield a Quantitative Score. The kinds of material in the four parts of the test are as follows:

Part I - 30 sentence-completion tasks
Part II - 25 numerical computation tasks
Part III - 30 vocabulary tasks
Part IV - 25 numerical problem-solving tasks
Level V has 25 tasks in each of the four parts.

Separate answer sheets are required,—they may be hand or machine scored. Directions are packaged with the tests, but the Manual for Interpreting Scores must be ordered separately.

Specify Level

Level 5. grades 4, 5, 6
4. grades 6, 7, 8
3. grades 8, 9, 10
2. superior 9, 10, 11, 12
1. superior 12, college freshmen and sophomores

Time: 70 minutes,—can be divided into two 45 minute periods
Price: $4.85 per 20
Answer sheets, $1.25 per 20
Stencils, $ .55 each
Manual for Interpreting, $1.25
Student Profile sheets - $ .65 per 20

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Norms: Fall norms for grades 4-14. Each converted score is presented as an interval bounded by two percentile ranks, insuring more realistic interpretation of a test score.

SRA PRIMARY MENTAL ABILITIES—for AGES 5 to 7

This battery provides scores for five basic components of intelligence: verbal-meaning, quantitative, space, perceptual speed, and motor. At some time after the 5-7 age level, numerical and reasoning abilities evolve from the quantitative ability measured by this battery. A general ability quotient comparable to the I.Q. is also provided. It is a good indicator of reading readiness, and ability to enter first grade. All problems are pictorial; all directions are oral. No reading is required.

Grades: Kindergarten-2
Time: One hour, or two half-hour periods
Price: $3.05 per 20 (are also sold separately)
Manual, $ .30—not included with booklets

SRA PRIMARY MENTAL ABILITIES—for AGES 7 to 11

Five basic learning aptitudes are measured by this test: verbal-meaning, space, reasoning, perception, and number. A Total Score and a Total Non-Reading Score provide two evaluations of general ability. Its unique reading and non-reading tests for verbal-meaning and reasoning are especially useful in the study of reading ability and reading capacity. In general, the test provides information useful in predicting general learning rate, the kinds of school work the pupil can do easily, and the subject areas that may be diffcult. The booklet does not have an answer pad attached—they must be ordered separately.

Grades: 2-6
Time: one hour, or two half-hour periods
Price: Reusable booklets, $ .60 each
Self-scoring carbon answer pads, $2.45 per 20
Interpretation folder (age and quotient scores), $1.00 per 20
Manual, $ .30 each
Technical supplement, $ .30 each

SRA PRIMARY MENTAL ABILITIES—for AGES 11 to 17

Here is a measure of five primary mental abilities: verbal-meaning, space, reasoning, number and word-fluency. Schools using this test can convert the Total Score to a general ability quotient comparable to the I.Q. Self-interpreting profiles are provided to help teachers and counselors understand students' strengths and weaknesses. Students themselves can use the profiles to increase self-understanding, and to plan educational and vocational activities. The booklet does not have an answer pad attached—they must be ordered separately.

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Form AH (Hand-scoring)

Grades: junior and senior high and adult
Time: 40 to 45 minutes
Price: Reusable booklets, $ .60 each
Self-scoring carbon answer pads, $2.45 per 20
Profiles, $ .75 per 20
Manual, $ .30 each

Form AM (Machine-scoring)

Grades: junior and senior high and adult
Time: 40 to 45 minutes
Price: Reusable booklets, $ .60 each
Machine answer sheets, $ .06 each
Machine stencils, $3.05 per set
Profiles—same as for AH
Manuals—same as for AH

STANFORD-BINET SCALES (Revised) 1960 FORM L

An individual test of intelligence, to be given by a *qualified* examiner to only one person at a time. Every person who is to give the test should first study the Manual thoroughly—this gives specific directions for administering and scoring the scales. Proper administration and reliable results depend on the accurate following of these directions.

Ages: 2 to Adult
Time: No limit
Prices: Record booklets, $5.00 per 35
Record forms, $2.40/35
Printed material (Large), $3.00
Printed material (Small) $2.00
Manual for Third Revision, $5.00 each

TERMAN-McNEMAR TEST OF MENTAL ABILITY, FORM C

Particularly stresses verbal components of intelligence. There are seven sub-tests: Information, Synonyms, Logical Selection, Classification, Analogies, Opposites, and Best Answer. Scoring is simplified. May be hand- or machine-scored. Separate answer sheets are required only for machine-scoring, but they may be hand-scored with the key that comes in the package.

Grades: 7-12 and college freshmen
Time: 40 minutes
Price: $3.65 per 35
Answer sheets, $1.65 per 35
Machine stencils, $ .25 set

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TESTS OF GENERAL ABILITY, (TOGA)

These TOGA tests are intelligence tests for use at all elementary and high school grade levels. Test items are entirely pictorial in order to provide fair measures of mental ability for all pupils—including those who cannot read well or who are deficient in arithmetic skills. TOGA is a fair measure for the child who has been poorly prepared in school or who has missed parts of his educational experience.

Each test is divided into two parts which contain two different types of test questions:

PART I—Verbal-cultural. Here test items are based on the child' total experience—his familiarity with the world around him. He will draw upon his accumulated experience gained at home, in the school, in social groupings; from radio, TV, and books. Part I will also test his knowledge of American culture, science, social studies, general world affairs, and the arts.

PART II—Reasoning-non-cultural. This section is comprised entirely of test items made up of geometric designs which test the student's powers of abstract reasoning. Part II offers an equal challenge no matter what the student's cultural environment; the child from a low socio-economic background can achieve as highly on this test as the student from a high socio-economic background.

TOGA norms gives 2 scores: Norms for the Test of General Ability are equated to the norms for the SRA Achievement Series and the Iowa Test of Educational Development. Each pupil's test is scored for his "Grade Expectancy"—a score that can be compared directly with his "Grade Equivalent" on achievement tests. In addition to the "Grade Expectancy" score, the tests also provide an IQ for each child.

Range: Grade levels (4-6) 6-9) (9-12) ORDER BY LEVEL
Time: 35-45 minutes
Prices: Test booklets, $4.30/20
Answer sheets, $ .06 each
Scoring stencil, $ .60 each
Manual, $ .30 each

INTEREST INVENTORIES

KUDER—OCCUPATIONAL—FORM D

This new Kuder test measures the relationship of preferences to specific jobs. Kuder D is used in high schools and colleges: to give students information concerning occupations within which their interests lie; to confirm specific occupational choices so that appropriate educational decisions can be made.

Separate scores, or occupational keys, are provided for specific jobs. At present they are provided for 42 specific occupations (listed below). A Varification Key provides a check on the reliability of the subject's answer.

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Range: High school and college
Time: 20 to 30 minutes
Prices: Booklets, $ .60 each
Answer sheets, $6.50/100
Manual, $ .60 each
Keys (specify title), $1.05 each

Occupational Scoring Keys for hand or machine:

#0	Verification	22	Lawyer
1	County Agriculture Agent	23	Retail Clothier
2	Electrical Engineer	24	Insurance Agent
3	Farmer	25	Dentist
4	Forester	26	Veterinarian
5	Minister	27	Industrial Engineer
6	Newspaper Editor	28	Pediatrician
7	Physician	29	Psychiatrist
8	Psychologist—Clinical	30	Radio Station Manager
9	Psychologist—Industrial	31	Interior Decorator
10	YMCA Secretary	32	High School Counselor
11	School Superintendent	33	High School Science Teacher
12	Accountant	34	High School Mathematics Teacher
13	Meteorologist	35	Chemist
14	Personnel Manager	36	Mining & Metallurgical Engineer
15	Department Store Salesman	37	Druggist
16	Psychologist—Professor	38	Job Printer
17	Civil Engineer	39	X-Ray Technician
18	Mechanical Engineer	40	Bank Cashier
19	Psychologist—Counseling	41	Pharmaceutical Salesman
20	Journalist	42	Librarian
21	Architect		

KUDER PREFERENCE RECORD—PERSONAL, FORM A

Measures preference for five different personal and social activities. It tells the kinds of relations the student prefers with other people. Measures preference for *working with ideas, being active in groups, avoiding conflicts, directing others,* and *being in familiar and stable situations.*

Grades: 8-12
Time: 40 minutes
Prices: Reusable booklets, $ .60 each
Self-scoring pin-punch answer pads, $2.65 per 20
Profile sheets: Boys and girls, $ .75 per 20
Men and Women, $ .75 per 20
Profile Leaflets, $1.00 per 20 (for A and C)
Manuals: $ .35 each

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KUDER PREFERENCE RECORD—VOCATIONAL, FORM B (Nine Scale)

This vocational form measures nine broad areas of education and vocational interests: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. It does not include the outdoor scale, the verification score or the glossary that appear n Form C.

Grades: Same as CH
Time: 40 minutes
Price: Same as CH

KUDER PREFERENCE RECORD — VOCATIONAL, FORMS CH or CM (Eleven Scale)

This vocational form measures ten broad areas of education and vocational interest: *outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service,* and *clerical.* A special verification score helps identify those who have not followed directions or have answered carelessly. The test consists of 168 groups of three activities. Students mark the activity they prefer most and the one they like least in each group. The Preference Record is self-administering, and self-interpreting profiles are available. The manual (which must be ordered separately) lists suggested occupations for each interest area and combination of two interest areas. Please note that no answer pad comes in booklet.

Grades: High School and college
Time: Approximately 40 minutes

Price: **FORM CH (Hand-Scoring)**
Reusable record booklets $ .60 each
Pin-punch answer pads, $2.65 per 20
Profiles, $ .75 per 20
Manuals, $ .55 each
Extra pins, $1.00 per 20

FORM CM (Machine-Scoring)
Reusable booklets, $ .60 each
Machine answer sheets, $ .06 each
Machine keys, $7.55 per set of 22
Profiles and manuals, Same as CH

OCCUPATIONAL INTEREST INVENTORY

Designed to aid in discovering the basic occupational interests possessed by an individual in order that he may more intelligently plan a program that will result in his being a successful employee or a competent student. The fields of interest identified are: Personal-Social, Natural, Mechanical, Business, The Arts, and the Sciences. The Inventory also identifies three types of interests—Verbal, Manipulative, and Computational and gives a measure of the student's level of interest. In the latter he learns whether

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he enjoys occupations requiring simple routine and unskilled activities or occupations involving originality, inventiveness and professional skill. Can be answered in the booklet or on separate answer sheets.

Grades: Intermediate for Junior High
Advanced for Senior High
Time: No limit but can be given in 30-40 minutes
Prices: $5.85 per 35
Separate answer sheets $ .06 each
Hand stencil for use with the answer sheet $ .85 per set
Machine stencil $1.00

WHAT I LIKE TO DO (An interest Inventory for Lower Grades)

Identifies youngsters' preferences in eight interest areas. Teachers can utilize this knowledge to stimulate pupils to learn. The scores help in planning suitable instructional activities and in guiding and counseling. Items have been carefully selected to include the most typical and important in-school and out-of-school activities of children in this age range.

Range: Grades 4-7
Time: About 1 hour
Prices: Booklets, $3.10/20
Answer sheets, $ .06 each (hand or machine scorable)
Manual, $ .30 each
Teacher's Handbook, $ .60 each
Scoring stencil, $1.60 set

LITERATURE

CENTER-DUROST LITERATURE ACQUAINTANCE TEST, FORM AM

A measure of acquaintance with books worth reading. The test contains 65 test items based on stories, poems, and plays found in the recommended Reading List of the National Council of Teachers of English. In each item the student is asked to choose from three titles the one from which a selected excerpt or episode comes. A separate answer sheet is required for each student, and is scored with the key in the package.

Grades: 11-12
Time: 40 minutes
Price: Test Booklets, $4.10 per 35
Separate answer sheets, $1.50 per 35

MATHEMATICS

ANALYTICAL SCALES OF ATTAINMENT IN ARITHMETIC. FORM A

Measures separately quantitative relationships, arithmetic vocabulary, fundamental operations of arithmetic, and ability to solve problems.

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ORDER BY DIVISION

Range: Division 1 is for grade 4
2 is for grades 5 and 6
3 is for grades 7 and 8

Price: $1.85/25

BASIC SKILLS IN ARITHMETIC TESTS, FORM A

Fundamental arithmetic skills, including problems involving whole numbers, fractions, decimals, and percentages are measured by this test. Results help determine group and individual instructional needs. They can also be used for counseling and selection of students for enrollment in courses requiring arithmetical background. Diagnostic class record sheets must be ordered separately.

Grades: 6-12
Time: About 45 minutes
Price: Test booklets, $2.25 per 20
Diagnostic class record sheets—$ .15 each

BLYTH SECOND-YEAR ALGEBRA TEST, FORM AM

Measures competence in the basic skills of algebraic facts and concepts. The 55 items, include problems and exercises on symbolic expression, factoring, radicals, exponents, logarithms, simple progressions, linear and quadratic equations, and graphic methods. Answers may be recorded in the test booklet or on separate answer sheets, and the books, reused.

Grades: End of typical second-year algebra course
Time: 45 minutes
Price: $3.65 per 35
Answer sheets, $1.50 per 35

BRESLICH ALGEBRA SURVEY TEST, FORMS A or B

The First Semester Test is used at the end of the first semester to determine how much algebra the pupils have assimilated and where the work needs to be strengthened for individuals and for classes. Consists of six parts: I—Algebra Concepts; Part II—Changing Algebratic Expressions to Simpler Forms; Part III and Part IV—Solving Equations and Deriving Equations from Problems; Part V—Formulas and Graphs; Part VI—Factoring.

Time: 41 minutes
Price: $3.20 per 35

The Second Semester Test, used at the end of the second semester, consists of six parts: Part I—Algebraic Concepts; Part II—Algebraic Processes; Part III—Solving Equations; Part IV—Problems; Part V—Fractions; Part VI—Functional Relationships.

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Time: 52 minutes
Price: $3.20 per 35

BRUECKNER DIAGNOSTIC ARITHMETIC TESTS

Purpose of these tests is to determine what mistakes pupils make and why they make them. Each test covers the four fundamental processes. Being truly diagnostic no norms are offered. The emphasis is upon type, frequency and cause of error. Individual Diagnostic Sheets show what remedial work is needed—not available for Decimals.

Range: **WHOLE NUMBERS** is for grades 4-8
FRACTIONS is for grades 5-8
DECIMALS is for grades 5-8
Prices: Tests, $2.30/25
Individual Diagnostic Sheets, $1.80/25 (Specify)
Manual, $ .75 each (Specify)

CALIFORNIA ALGEBRA APTITUDE TEST

A test useful for predicting a pupil's probability of success in high school algebra courses. The test score yields a predictive index which is strengthened when weighted with an intelligence score.

Grades: Junior and senior high school
Time: One class period
Price: $2.30 per 25

CALIFORNIA ARITHMETIC TEST

The following tests are identical with the corresponding parts of the complete California Achievement Test Batteries. Each form is divided into two major tests, Arithmetic (or Mathematics) Reasoning, and Arithmetic (or Mathematics) Fundamentals. The major tests are in turn divided into three, four, or five sections giving part scores for diagnostic purposes. Booklets are reusable when either the separate hand-scoring scoreze or machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the scoreze but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

Lower Primary, Forms W or X
Grades: 1-2
Prices: $3.15 per 35
Upper Primary, Forms W or X
Grades: 3 and L4
Prices: $3.15 per 35
Elementary, Forms W or X
Grades: 4-6
Prices: $3.50 per 35

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Scorezes, $ .11 each
Machine answer sheets, $ .06 each
Machine stencil, $ .60
Hand stencils, $ .25 (for use with machine sheets)

Junior High, Forms W or X
Grades: 7-9
Prices: Same as Elementary

Advanced, Forms W or X
Grades: 9-14
Prices: Same as Elementary

COOPERATIVE ALGEBRA TEST. ELEMENTARY ALGEBRA THROUGH QUADATICS, FORM Z

The problems included in this test are all multiple choice and include both formal and word types. The test is especially useful for measuring achievement at the end of the course. Separate answer sheets may be used, but are required only for machine scoring.

Grades: High school classes in elementary algebra.
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $ .35 each
Manuals, $ .30 each

COOPERATIVE ALGEBRA, INTERMEDIATE, FORM T

Measures end-of-course achievement in quadratics and beyond. The material covered is average for a standard course. Scaled scores are provided and percentile rank tables are available. Separate answer sheets are optional, but when used the booklets become reusable.

Grades: High School
Time: 40 minutes
Prices: Tests, $3.75/25
Separate answer sheets, $1.25/25
Stencils, $ .35 each (for use with separate answer sheets)

COOPERATIVE MATHEMATICS TEST FOR GRADES 7, 8, 9

Consists of four parts: 1) Skills; 2) Facts, Terms and Concepts; 3) Applications; and 4) Appreciation.

The questions cover basic arithmetic processes in both formal and word problems as well as the meanings of common quantitative terms and expressions. Some simple concepts of algebra and geometry are utilized. Primarily measures growth in the fundamentals of mathematics and identifies relative strengths and weaknesses. Separate answer sheets are not required, but may be used.

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Time: 80 minutes
Price: Test booklets, $3.75 per 25
Answer sheets, $1.25 per 25
Stencil for use with separate answer sheet: $ .35 per set

COOPERATIVE SOLID GEOMETRY—FORM O

To measure end-of-course achievement in a standard high school solid geometry course. Separate answer sheets are optional.

Grades: High School
Time: 40 minutes
Prices: $3.75/25
Separate answer sheets, $1.25/25
Stencils for answer sheets, $ .35 each

COOPERATIVE TRIGONOMETRY, FORM U

End-of-course achievement is measured by this test in material covered by high school trig courses. Answer sheets are optional.

Grades: High School
Time: 40 minutes
Prices: $3.75/25
Separate answer sheets, $1.25/25
Stencil for answer sheets, $ .35 each

DAVIS TEST OF FUNCTIONAL COMPETENCE IN MATHEMATICS, FORM AM

This test is based on the essentials for functional competence in mathematics as outlined by the Commission on Post-War Plans of the National Council of Teachers of Mathematics. The different sections of the test measure specifically the following areas: Consumer Problems; Graphs and Tables; Symbolism, Equations, etc.; Ratio, Tolerance, etc. Answer sheets are required and can be either hand or machine scored with the key that comes in the package.

Grades: 9-13
Time: Two 40 minute periods
Price: $4.45 per 35
Answer sheets, $1.50 per 35

IOWA ALGEBRA APTITUDE TEST

This index to pupil's ability to master algebra is now available in a quick-scoring form. Designed to be given before formal study of the subject. Gives an objective basis for advising pupils whether or not to elect Algebra. May also be used for sectioning pupils. Separate answer sheets are not required, but when used the booklets become reusable. No manual comes in this package—order separately in required numbers.

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Time: 35 minutes
Prices: Tests, $2.30 per 25
Manuals, $ .35 each
Separate answer sheets, $ .07 each
Stencils, $ .30 per set

LANKTON FIRST-YEAR ALGEBRA TEST, FORMS AM or BM

A 55 item test on the vocabulary of algebra, meaning and use of symbols, fundamental operations, formulas, equations, simple algebraic fractions, radicals, ratio, proportion, variation, graphs, trigonometric, functions, and the solution of problems by the use of algebra. Separate answer sheets are required for each student and may be hand or machine scored with the stencil that comes in the package of tests.

Grades: End of 1st year course
Prices: $3.85 per 35
Answer sheets, $1.50 per 35

LEE MAINTENANCE DRILLS AND TESTS IN ARITHMETIC

These Drills and Tests are 62 page booklets designed to meet the needs of those students who have inadequate mastery of, or need a review of, arithmetic basic skills. Twenty sets of drills and tests in mixed fundamentals are provided to cover variations of twenty of the most important processes in arithmetic. Thus, each student receives necessary review work with a minimum number of problems—a teaching situation most difficult to obtain by other means. Each drill of ten problems is followed a few days later by a test of problems of the same type and difficulty, thus providing a constructive arithmetic program which serves the following four significant purposes:

1. Maintenance of skills in fundamental arithmetic processes
2. Continuous diagnosis of difficulties
3. Remedial teaching on the basis of diagnosis followed by re-testing
4. Understanding his own needs and progress on the part of the student, as shown on *MY Progress Record* and the *Diagnostic Record Sheets provided in each booklet.*

Grade Seven Edition: Price: $.75 each
Grade Eight Edition: Price: same as above
High School Edition: Price: same as above

LEE TEST OF ALGEBRAIC ABILITY, FORM A

The specific uses to which the results of this test can be put are:

1. To determine whether or not a student should take algebra.
2. To aid in sectioning classes.
3. To determine various levels of ability within the class as an aid to instruction, in case conditions do not permit sectioning.

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4. To discover, at the beginning of the term, pupils who are capable of doing exceptional work in algebra.
5. To provide a measure of the student's algebraic ability so that a teacher can tell whether poor work is due to lack of ability or to other factors that can be corrected.

Grades: Students beginning first-year algebra
Time: 25 minutes
Price: $3.60 per 35

MADDEN-PEAK ARITHMETIC COMPUTATION TEST, FORM AM

A reliable measure of the basic arithmetic computational skills needed by adults. Contains 73 items and yields separate scores on: Part I, Addition and Subtraction; Part II, Multiplication and Division; Part III, Common Fractions; Part IV, Decimal Fractions, Mixed Decimals, and Per Cent; Part V, Mental Computation and Estimation. Separate answer sheets are optional and can be hand scored with the stencil that comes in packages.

Grades: 7-12
Time: 40 minutes
Prices: $3.50 per 35
Answer sheets, $1.50 per 35
Machine stencil, $.25 each

METROPOLITAN ACHIEVEMENT TEST: ARITHMETIC

There are three different tests in this group. They cover both computation and problem solving.

Elementary—Form A or B
Grades: 3-4
Time: 60 minutes
Price: $3.85 per 35

Intermediate—Form A or B
Grades: 5-6
Time: 75 minutes
Price: $3.85 per 35

Advanced—Form A or B
Grades: 7, 8, and first half of 9
Time: 75 minutes
Price: $3.85 per 35

NEW YORK TEST OF ARITHMETICAL MEANINGS

A measure of mastery of essential pre-measurement and numerical concepts. *Level One* samples concepts normally acquired before and during

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first grade. *Level Two,* sampling pre-measurement concepts, standard measures, and numbers and processes, is based on the arithmetic taught in the first two years of school. Content at both levels is entirely pictorial.

Level One: end of grade 1 or beginning 2
Time: two periods of 30 minutes each
Price: $4.05 per 35

Level Two: end of grade 2 or beginning 3
Time: two periods of 30 minutes each
Price: $3.35 per 35

ORLEANS ALGEBRA PROGNOSIS TEST, FORM A

The test consists of nine simple lessons, each followed by a series of questions covering algebraic principles and skills including the use of symbols, substitution of values for symbols, expression of relationships by symbols, and problem-solving. An arithmetic test and a summary test are also included. Data are presented on the extent to which scores on this test are actually predictive of success in learning first-year algebra. Detailed instructions are given for using the results for prognosis in local situations.

Grades: Before beginning algebra instruction
Time: 39 minutes; over-all administration time 45 minutes
Price: $3.65 per 35

ORLEANS GEOMETRY PROGNOSIS TEST, FORM A

A measure of abilities necessary for success in learning geometry. The test consists of several simple lessons in geometry, each followed by a series of questions covering essential skills and principles such as understanding and use of axioms, of the vocabulary of geometry, and of geometrical notation; interpretation of statements of geometrical relations; and solution of problems. Data are presented on the extent to which scores on the test actually predict success in geometry. Detailed recommendations are given for use of the results in light of local requirements.

Grades: Before beginning geometry instruction
Time: 39 minutes; over-all administration time 45 minutes
Price: $4.45 per 35

SCHORLING-CLARK-POTTER HUNDRED PROBLEM ARITHMETIC TEST, FORMS V or W

Designed to survey computational abilities in the basic skills of arithmetic. Each of two forms contains one hundred items, arranged in five sections—Addition, Subtraction, Multiplication, Division, and Fractions, Decimals and Per Cents. Percentile norms for total score at end of first semester, grades 8-12, separately, and at end of grade 7.

Grades: 7-12
Time: 40 minutes
Price: $2.40 per 35

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SEATTLE ALGEBRA TEST, FORM AM

Measures not only knowledge and understanding of the facts of beginning algebra but also the application of acquired skills and methods. The 47 items cover understanding of basic terms; fundamental processes with signed quantities; sequence of numerical operations; practical formulas; multiplication of binomials; solution of equations of the first degree by the rules of equality; solution of a set of simple simultaneous equations; algebraic representation and problems. Separate answer sheets are required. May be hand or machine-scored with the key that comes in the package.

Grades: End of first half year of algebra
Time: 40 minutes
Price: $3.30 per 35
Answer sheets, $1.50 per 35

SEATTLE PLANE GEOMETRY TEST, FORMS AM or BM

An accurate measure of student growth and accomplishment in geometry at the end of the first half year of study. Contains 45 test items, selected on the basis of curricular validity and satisfaction of statistical requirements. Measures vocabulary of geometry, knowledge of simple geometric construction, computational skills, and ability to reason from a figure. Separate answer sheets are required for each student and may be either hand or machine scored with the stencil that comes in the package.

Grades: End of first half year of geometry
Time: 45 minutes
Price: $3.85 per 35
Answer sheets, $1.50 per 35

SHAYCROFT PLANE GEOMETRY TEST, FORM AM

Part A is devoted primarily to the measurement of important basic concepts and facts of geometry, while Part B measures application and reasoning on the basis of information. The 60 carefully selected items include questions on fundamental concepts, lines and rectilinear figures, the circle, proportions, area of polygons, and geometric reasoning. Separate answer sheets are required for each student and they may be either hand or machine scored with the stencil that comes in the package.

Grades: End of 1st year course in plane geometry
Time: 40 minutes
Price: $3.85 per 35
Answer sheets, $1.50 per 35

SNADER GENERAL MATHEMATICS TEST, FORM AM

A 65 item test measuring achievement of the important objectives of a general mathematics course of the type that includes material from the fields of algebra and informal geometry. The test samples the following

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areas: arithmetical concepts and processes, informal geometry, graphic representation, algebraic principles and skills, and numerical trigonometry. Measures not only computation and manipulation skills, but also application through problem situations. Separate answer sheets are required and may be hand or machine scored with the stencil that comes in package.

Grades: End of a one-year course in general mathematics
Time: 40 minutes
Prices: $4.45 per 35
Answer sheets, $1.50 per 35

SRA ARITHMETIC, FORMS A or B

From the Achievement Series, this test is in two parts. Part I, consists of arithmetic studies, and questions about the story—there are seven arithmetic stories and problem-solving questions. Part II, is designed to show how well the students understand some important facts about arithmetic—deals with measurements, fractions, etc. An answer sheet is necessary for each student.

Grades: 6-9
Time: 1-45 minute period and 1-25 minute period
Prices: $2.05 per 20
Answer sheets, $.06 each
Stencils, $1.05 each

STANFORD ACHIEVEMENT TEST: ARITHMETIC

There are three different tests in the group. They cover both computation and problem solving.

Elementary, Forms J or K
Grades: 3-4
Time: 55 minutes
Price: $2.55 per 35

Intermediate, Forms J or K
Grades: 5-6
Time: 70 minutes
Price: $3.10 per 35

Advanced, Forms J, K, or M
Grades: 7-9
Time: 70 minutes
Price: $3.10 per 35

MUSIC

SEASHORE MEASURES OF MUSICAL TALENTS, SERIES A

These phonographically presented tests measure six aspects of auditory discrimination: pitch, loudness, time, timbre, rhythm, and tonal memory.

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Series A covers a wide range of difficulty and is used in guidance and selection testing. It consists of one 33⅓ record. May be hand or machine-scored.

Grades: 5—adult
Time: One hour
Prices: $15.00 per album with 50 answer sheets, keys and manual
Answer sheets, $2.75 per 50
Scoring stencil: $.25
Manual, $.50

PERSONALITY AND GUIDANCE

BELL ADJUSTMENT INVENTORY—STUDENT FORM

This new form is a Special IBM answer sheet—with the questions printed on them, so that a booklet is not needed. Stencils for either hand or machine scoring and the manual and norms must be ordered separately.

This diagnostic aid is for guidance and counseling work with high school and college students. It provides a measure of four adjustments: Home, Health, Social, and Emotional. Scoring requires about three minutes.

Special IBM answer sheets: $4.80 per 50
Manuals: $.40
Scoring stencils: $3.25 (either hand or machine—specify)
Norms: $.10

BERNREUTER PERSONALITY INVENTORY

By use of this blank, several aspects of personality are indicated at one time: neurotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, sociability and confidence. May be either hand or machine-scored. Separate answer sheets required only for machine-scoring.

Grades: High school and college
Prices: Inventory blanks, $4.10 per 25
Individual report sheets, $1.00 per 25
Manuals, $.35 each
Hand Keys, $1.15 per set of 6
Machine answer sheets, $.05 each
Machine stencils, $6.15 per set of 32

CALIFORNIA TEST OF PERSONALITY

This series of group tests is designed to identify and reveal the status of certain highly important components in personality and social adjustment often referred to as intangibles. Each test is designed to provide teachers, supervisors, and administrators with significant evidences of the personal and social status of individuals and groups, and to provide a means for guiding them to better adjustment. By means of carefully validated "yes-no" responses, the tests give evidence of how students feel,

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think, and act regarding a wide variety of situations which vitally affect them as individuals or as members of groups. The test is divided into two sections: personal adjustment and social adjustment. All levels may be scored in the test booklet; or separate hand-scoring Scoreze pads or machine-scoring answer sheets are available for Elementary through Adult levels.

Primary Form AA
Grades: Kindergarten—3
Time: 50 minutes
Price: $3.55 per 35

Elementary, Form AA
Grades: 4-8
Time: 50 minutes
Price: $3.55 per 35
Scoreze, $.11 each
Machine answer sheets, $.06 each
Machine stencils, $.95 per set
Hand stencils (for use with machine sheets), $ .25 per set

Intermediate, Form AA
Grades: 7-10
Time: 50 minutes
Price: $3.55 per 35
Separate scoreze, machine answer sheets, and steincils same as Elementary

Secondary, Form AA or BB
Grades: 9—College
Time: 50 minutes
Price: $3.55 per 35
Separate scoreze, machine answer sheets, and stencils same as Elementary

Adult Series, Form AA
Time: Same as Secondary
Price: Same as Secondary

MINNESOTA COUNSELING INVENTORY

For counselors of high school students. A new tool, based on the *Minnesota Multiphasic Personality Inventory* and the *Minnesota Personality Scale*, yielding nine scores. Three scores identify areas in which teen-agers may be adjusting particularly well or poorly: *Family Relationships, Social Relationships, Emotional Stability.* Four scores indicate students characteristic ways of meeting problems and their behavior in social groups: *Conformity; Adjustment to Reality; Mood; Leadership.*

"Questions" and "Validity" scores are provided as checks on test-taking

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attitude. The booklets contain 355 statements to be marked True or False as it applies to the student. The separate answer sheet can be hand or machine scored. The profile chart furnished with each answer sheet incorporates the norms so that reference to separate tables is not necessary.

Standardization, for grades 9-10 and 11-12, is based on scores of over 20,000 high school boys and girls in ten states. Is also useful for high school graduates and college freshmen. It should not be used with students of less than eighth grade reading ability. Order each item separately.

Prices: Booklets, $4.40 per 25
Answer sheets, $4.50 per 50
Hand keys with manual, $.75
Machine keys with manual, $1.15

MOONEY PROBLEM CHECK LIST

These forms are widely used to help individuals express their personal problems. Valuable for group survey and research purposes as well as for appraisal of problems of individuals before or during counseling. They are self-administering, and for many counseling purposes require no scoring. Areas covered are health and physical development, home and family, morals and religion, sex, economic security, school or occupation, social and recreational, etc. The directness of the check-list method makes it an effective fact-finder in a wide variety of situations.

Form J
Grades: Junior high school
Time: 30 minutes
Price: $2.20 per 25

Form H
Grades: High school
Time: 30 minutes
Price: $2.20 per 25

PINTNER: ASPECTS OF PERSONALITY

An inventory consisting of three sections covering ascendance-submission, extroversion-introversion, and emotionality. An aid to the teacher in discovering problem cases.

Grades: 1-9
Time: 30 minutes
Price: $3.10 per 35

JUNIOR INVENTORY, FORM S

The Junior Inventory is a problem checklist which measures children's problems, interests and attitudes. While primarily an inventory of individual pupil problems, this measure also furnishes schools with a wealth

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of information for undertaking and/or evaluating their guidance and curriculum programs. A valuable guidance aid at the elementary school level—can be used as a tool to gather fundamental data regarding the nature, area, and frequency of children's problems as the children themselves see their problems. This check list not only gives the child an opportunity to indicate the problems he feels he has, but permits him to indicate the degree or intensity of each problem, by checking a big box for big problems, middle-sized box for middle-sized problems, small box for small problems, or a circle for no problem.

Form S yields scores in five major areas: Things in General, About Myself, Getting Along with Other People, About Me and My School, About Me and My Home.

Range: Grades 4-8
Time: About 40 minutes
Prices: Booklets, $2.35/20
Profiles, $1.10/20 (optional)
Manual, $ .55 each

SRA YOUTH INVENTORY, FORMS AH, AM, and NEW FORM S

This inventory helps identify problems that young people worry most about. Eight separate areas are covered: My School, Looking Ahead, About Myself, Getting Along with Others, My Home and Family, Boy Meets Girl, Health, and Things in General. In addition, a Basic Difficulty Key indicates which problems may be caused by serious personality difficulties. Booklets are reusable if separate answer sheets are used. No answer pad comes with either the AH or the AM booklet—they must be ordered separately.

Grades 7-12
Time: 40 minutes
Prices: **Hand-Soring edition, Form AH**
Reusable booklets, $.60 each
Self-scoring carbon answer pads, $2.45 per 20
Basic Difficulty scoring stencil, $ .55 each

Machine-scoring edition, Form AM
Reusable booklets, $.60 each
Answer sheets, $.06 each
Stencil, $2.60 per set

For use with either Form AH or AM
Junior High profile, $1.25 per 20
Senior High profile, $1.25 per 20
Manual, $.30 each

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NEW FORM S

This new form employs the strength of response answer method. A student's response indicates his degree of reaction to a problem because he checks squares corresponding in size to his feelings. All necessary items now come in the package.

Range: 7-12
Time: About 40 minutes
Prices: Consumable booklets, $2.45/20
Profiles, $1.10/20
Manual, $ .55 each

SURVEY OF ATTITUDES AND BELIEFS

This newly published inventory measures attitudes in three broad life areas: *Society; Education and Work; Sex, Marriage, and Family.* The self-administering 147 item form can be scored by the pupils themselves. The accompanying profile sheets contain percentile norms for the three areas. This inventory helps teachers and counselors understand pupils' opinions and beliefs. Use of the percentile norms shows how the individual's attitudes compare with those of others in his age group. Not available after present stock exhausted.

Grades: High school
Time: About 40 minutes
Price: $2.80 per 20
Profile folders, $1.25 per 20
Extra examiner's manuals, $.30 each

THURSTONE TEMPERAMENT SCHEDULE, FORM AH

Seven different temperament traits are measured by this test: active, vigorous, impulsive, dominant, stable, sociable, and reflective.

This is not an adjustment inventory. It surveys those relatively stable personality traits important to success and satisfaction in different school curricula and occupations. Primary value of the Temperament Schedule is in assessing the ability to meet the personality requirements of school or job situations. The booklet does not have an answer pad attached. They must be ordered separately.

Grades: High school, college, adult
Time: About 15 minutes
Price: Reusable booklets, $.60 each
Self-scoring carbon answer pads, $2.45 per 20
Manual, $.30 each

VINELAND SOCIAL MATURITY SCALE

Outlines performances in which the individual shows progressive capac-

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ity, under three main headings: Self-Help, Self-Direction, and Communication. An instrument for parents, teachers, counselors, social workers, clinicians, pediatricians, psychiatrists.

Range: Birthday to maturity
Price: $2.40 per 25
Manual of Directions $1.65 each

READING

CALIFORNIA READING TEST

These tests are identical with the corresponding parts of the complete California Achievement Test batteries. Each form is divided into two major tests, Reading Vocabulary and Reading Comprehension. The major tests are in turn divided into three or four sections, giving part scores for diagnostic purposes. Booklets are reusable when either the separate self-scoring scorezes or machine-scoring answer sheets are used. The machine answer sheets may also be hand-scored. No key is needed with the scoreze, but a set of stencils must be used for scoring the machine sheets, either by hand or machine. Separate answer sheets are optional.

Lower Primary, Forms W or X
Grades: 1-2
Price: $3.15 per 35

Upper Primary, Forms W or X
Grades: 3-L4
Price: $3.50 per 35

Elementary, Forms W, X, or Y
Grades: 4-6
Price: $3.90 per 35
Scorezes, $.11 each
Machine answer sheets, $.06 each
Machine stencils, $.50
Hand stencil, $.25 (for use with machine sheets)

Junior High, Forms W or X
Grades: 7-9
Prices: Same as Elementary—except machine stencils are $.55 each

Advanced, Forms W or X
Grades: 9-14
Prices: Same as Elementary
Extra Accessories:
Manuals, $.30
Keys, $.10
Class Records, $.10

See page 8 for ordering procedure

DIAGNOSTIC READING TEST: SURVEY SECTION, FORMS A or B

(By Committee on Diagnostic Reading Tests, Inc.: Frances Oralind Triggers, Robert M. Bear, Ralph Bedell, John V. McQuitty, George D. Spache, Arthur E. Traxler, and Frederick Westover.)

Rate of reading, vocabulary, and textbook comprehension are the three major reading skills measured by this Survey Section of the DRT. Two equivalent forms are available. Results help locate students who need further diagnosis—or corrective or remedial work because of retarded reading skills. In addition the test will point out those with exceptional reading skills who are not challenged sufficiently by regular class work, and who deserve extra developmental attention. May be either hand or machine-scored. No separate answer sheet is necessary, but may be used —booklet then becomes reusable.

Grades: 7—college freshmen
Time: 45 minutes
Price: Booklets, $.30 each
Directions for administering, $.30 each
Answer sheets, $.06 each
Fan key for hand-scoring booklets, $.30
Stencil for scoring answer sheets, $.30 each

DOREN DIAGNOSTIC READING TEST

The Doren test was developed especially for preventing the development of reading difficulties at the third-grade level. It measures the degree to which children have mastered the word recognition skills. Does not diagnose comprehension difficulties. By limiting its scope to the development of word recognition skills, it is detailed and specific in its diagnosis.

The test divides the basic techniques of word recognition into the child's area of development—it is direct and specific in locating causes of reading difficulty—will define the difficulty an individual is having and place a level from which his reading learning should proceed.

Especially designed for cases where the background of acquired skills is undetermined and a starting point for remedial instruction is sought. This is a group diagnostic test; no special training is needed to administer, and it is simply and directly scored.

Measures skills in letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, ending sounds, blending, rhyming, vowels, sight words, discriminate guessing.

Grades: 1-4
Time: No time limit—can be given in parts
Prices: $3.55 per pkg. of 25 test booklets
Manuals, $1.05 each (Must be ordered separately)

See page 8 for ordering procedure

DURRELL ANALYSIS OF READING DIFFICULTY

A standard procedure for analyzing reading ability. The material consists of the wire-bound *Reading Paragraphs*, a series of standardized word lists and reading selections, together with a quick exposure device (Tachistoscope) with accompanying test cards, and carefully worked out *Individual Record Blank* for recording results in a systematic way.

Difficulties in the following phases of reading are analyzed in detail: silent and oral reading, word analysis, phonetics, faulty pronunciation, and difficulties in writing and in spelling. The *Manual of Directions* suggests general plans for remedial teaching.

Grades: 1-6
Time: 30-45 minutes per pupil
Price: Individual record blanks, $4.00 per 35
Reading Paragraph Book, $1.55 per copy
Tachistoscope and cards, $1.35 per set
Blank cards for Tachistoscope, $1.50 per 30
Manual of Directions, $.65 each

DURRELL-SULLIVAN READING ACHIEVEMENT TEST, FORM A

This is a group test parallel to the *Capacity Test*, and standardized on the same reading achievement. It comprises the following sub-tests: Test 1, Word Meaning; Test 2, Paragraph Meaning; and optional test of Spelling and Written Recall.

Intermediate Test
Grades: 3-6
Time: 30-35 minutes
Price: $3.75 per 35

DURRELL-SULLIVAN READING CAPACITY TEST, FORM A

This is a group test which uses the child's ability to understand spoken language as a measure of his capacity to read. It is composed entirely of pictures and consists of two sub-tests: Test 1, Word Meaning, measuring understanding of spoken words, and Test 2, Paragraph Meaning, measuring comprehension of spoken discourse.

Intermediate Test
Grades: 3-6
Time: 30-40 minutes
Price: $3.20 per 35

DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TEST, FORM A

This Primary Test, covering both capacity and achievement, is made up of the easier portions of the Intermediate Test.

See page 8 for ordering procedure

Primary Test
Grades: 2.5-4.5
Time: 40-45 minutes
Price: $4.95 per 35

GATES ADVANCED PRIMARY READING TESTS—1958 Revision

These tests are designed to meet the needs of those readers in grade 2 for whom the GATES PRIMARY READING TESTS may be too easy and of those readers in grade 3 for whom the GATES BASIC READING TESTS may be too difficult. The tests measure level and range of ability in word recognition and paragraph reading. To provide for retesting at intervals, three equivalent forms of each type are available. All necessary accessories come in the package.

Type AWR: Word Recognition, Forms 1, 2, and 3

Type APR: Paragraph Reading, Forms 1, 2 and 3
Grades: Second half of grade 2 and grade 3
Time: 15 minutes for Type 1, 25 minutes for Type 2
Price: $1.40 per 35

GATES BASIC READING TESTS—1958 Revision

The 1958 edition of the Gates Basic Reading Tests embodies a thoroughly revised series. It contains three tests of speed and accuracy of reading, and two tests, one for *Reading Vocabulary* and one for *Level Comprehension*, not included in the earlier series.

The five tests were designed for use as a team. When all are given, a comprehensive survey of basic reading abilities is secured. The tests are, however, printed and may be purchased separately. These basic tests are suitable for average classes during the latter part of grade 3 and during higher grades up to end of grade 8. They could be given to classes of superior reading ability earlier.

Grades: 3-8
Time: 20 minutes for each test
Price: $1.40 per 35

Order by Type

TYPE GS. Reading to Appreciate General Significance, Forms 1, 2 or 3

TYPE UD. Reading to Understand Precise Directions, Forms 1, 2, or 3

TYPE ND. Reading to Note Details, Forms 1, 2, or 3

TYPE RV. Reading Vocabulary, Forms 1, 2, or 3

TYPE LC. Level of Comprehenson, Forms 1, 2, or 3

See page 8 for ordering procedure

GATES-PEARDON PRACTICE EXERCISES IN READING, BOOKS III, IV, V, and VI

These booklets have as their aim the development of all-round proficiency in the five representative types of reading measured by the GATES BASIC READING TESTS. The exercises are designed to supplement the other reading experiences of children and are arranged to make the training as direct as possible. The examiner must have a Manual of Directions, the pupil should have one booklet of each of the four types, if all-round proficiency in reading is the aim.

Grades: **Book III, 2-4, primarily for grade 3**
Book IV, 3-5, primarily for grade 4
Book V, 4-6, primarily for grade 5
Book VI, 6-8

Types A, B, C, and D are published for each booklet:
A. Reading to Appreciate the General Significance of a Selection
B. Reading to Predict the Outcome of Given Events
C. Reading to Understand Precise Directions
D. Reading to Note Details

Price: Booklets, $.40 each
Manuals, $.30 each

GATES PRIMARY READING TESTS

This series of reading tests measures level and range of ability in the three most important aspects of reading at the early primary stage. Each of these aspects of reading is tested by a separate test. To provide for retesting at intervals, three equivalent forms of each type are available. All necessary accessories come in the package.

Type PWR: Word Recognition, Forms 1, 2, and 3
Type PSR: Sentence Reading, Forms 1, 2, and 3
Type PPR: Paragraph Reading, Forms 1, 2, and 3
Grades: 1 and first half of 2
Time: 15 minutes each for Types 1 and 2; 20 minutes for Type 3
Price: $1.40 per 35
Extra manuals, $.30 each

GATES READING READINESS TESTS

Measures the general readiness for beginning reading. Consists of the following sub-tests: Picture Directions, Word Matching, Word-Card Matching, Rhyming, Reading Letters and Numbers. All necessary accessories come in the packages.

See page 8 for ordering procedure

Grades: Kindergarten and first half of 1
Time: No time limit
Price: $2.00 per 35
Extra manuals, $.25 each

GATES READING SURVEY, FORMS I or II—1958 Revision

Designed to measure word knowledge or vocabulary, power or level of comprehension, speed of reading, and accuracy of interpretation. May be used coordinately with GATES BASIC READING TESTS.

Grades: 3-10
Price: $2.40 per 35
Extra manuals, $.30 each
Extra keys, $.10 each
Extra class records, $.10 each

GRAY STANDARDIZED ORAL READING CHECK TESTS, SET III OR IV

A detailed analysis of the individual difficulties in oral reading may be obtained by the use of these tests. An aid to determining the nature of a pupil's difficulties and the character of training necessary to develop oral reading ability.

Grades: **Set III 4-6**
Set IV 6-8
Price: $3.30 per packet of 100 tests (20 of each of the five tests in set, 20 individual record sheets and 4 direction sheets).

GRAY STANDARDIZED ORAL READING PARAGRAPHS

This test is usable in all grades after the children have attained a preliminary vocabulary. Ability is checked in terms of rate of reading and in number of errors made. Children are tested individually.

Grades: 1-8
Price: $2.15 per 35

IOWA SILENT READING TESTS: NEW EDITION

A widely used battery of tests measuring several skills indispensable to effective reading of the work-study type. They are analytical—measuring rate of reading, comprehension, word meaning, and ability to use skills in locating information. No separate answer sheet is necessary except for machine-scoring. The separate answer sheet may be hand-scored with the key that comes in the package of tests.

Elementary, Forms AM, BM, CM, DM
Grades: 4-8
Time: 49 minutes
Price: $3.90 per 35

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Machine answer sheets, $2.50 per 35 (specify form)
Machine key, $.65 per set (specify form)
See page 8 for ordering procedure
Extra hand scoring keys, $.20 (same as comes in pkg.)
Extra manuals, $.25

Advanced, Forms AM or BM
Grades: High school and college
Time: 45 minutes
Prices: $5.30 per 35
Answer sheets and keys same as Elementary

KELLEY-GREENE READING COMPREHENSION TEST, FORM AM

An over-all measure of reading comprehension. The test provides accurate measures of three significant reading abilities: (1) ability to comprehend selections of paragraph length; (2) ability to find answers to questions, and (3) ability to retain what is read. An estimate of rate of reading may also be obtained. Each of the three subtests is sufficiently long to yield a reliable measure. A separate answer sheet must be used for each student—they are scored with the key in the package of tests.

Grades: 9-12 and college freshmen
Time: Overall about 75 minutes, but can be given in parts
Prices: $5.70 per 35
Separate answer sheets $1.80 per 35

LEE-CLARK READING READINESS TEST

A widely used instrument for determining (1) whether entering first grade pupils are ready for reading instruction and (2) the probable length of time before formal reading activities are advisable for immature children. The 1951 revision provides interesting and easily administered exercises, or test items which are designed primarily to predict probability of success in first-grade reading. The total score can be used as an aid in grouping or classifying pupils for reading instruction or into transition groups.

Grades: Kgn-1
Price: $3.90 per 35

McCALL-CRABBS STANDARD TEST LESSONS IN READING, BOOKS A, B, C, D, E

These lessons are published in five booklets, each one consisting of 78 lessons comprising selection with questions of the multiple-choice type. They help develop a rate of speed and power of comprehension exceeding that yielded by ordinary methods of teaching silent reading. They embody in practical form scientific principles of teaching speed and comprehension in silent reading, and can be used by any teacher without supervision or

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special training. They help pupils to comprehend varied kinds of reading materials and increase enjoyment of reading. Testing and teaching at the same time, they indicate a pupil's reading ability in relation to grade and age, and show his individual progress. They are scored by the pupils themselves and provide a cumulative record of each pupil.

Grades: **Book A, 2-4**
Book B, 3-5
Book C, 4-6
Book D, 5-7
Book E, 7-12

Price: Books, $.50 each
Additional record cards, $.05 each
Manual with key, $.30 each (All Books)

McGUFFEY READING TEST

Test is divided into five sections including tests on ability in reading and its basic elements, namely, (1) syllables, (2) sound recognition, (3) vocabulary, (4) appreciation, and (5) understanding. Includes units for testing abilities and semantic recognition and construction, and, in sound recognition to evaluate ability on phonetic and structural analysis skills, and attempts to differentiate between understanding and appreciation as specific reading skills.

Grades: 4, 5, 6
Time: 80 minutes over-all (two periods of 40 minutes each are recommended)
Price: $2.55/25

METROPOLITAN ACHIEVEMENT READING TESTS

This Reading Test is lifted from the Achievement Battery and covers comprehension and vocabulary. Separate answer sheets may be used—see Achievement Batteries.

Elementary, Forms A or B

Grades: 3 and 4
Time: 1 hour
Price: $4.15 per 35

Intermediate, Forms A or B

Grades: 5 and 6
Time: 45 minutes
Price: $4.25 per 35

Advanced, Forms A or B

Grades: 7, 8, and beginning 9
Time: 45 minutes
Price: $4.25 per 35

See page 8 for ordering procedure

MURPHY-DURRELL DIAGNOSTIC READING READINESS TEST

A measure of three abilities known to be of crucial importance in the development of early reading skill—auditory discrimination, visual discrimination, and learning rate.

Grades: Early first grade

Time: Tests 1 and 2, about one hour; Test 3, about 20 minutes of group instruction and brief individual testing at three diferent times subsequent to the group instruction.

Price: $3.35 per 35

NELSON DENNY READING TEST (Revised Edition) Forms A or B

This test provides a measure of reading ability in terms of vocabulary and comprehension. It also gives a measure of reading rate to supplement the information from the other two parts. It serves both screening and diagnostic purposes. It can be administered in one class period and has a sufficient span for superior students. Norms are provided in percentile and grade equivalent terms for grades 9-16, special adult norms for superior students and for adult reading classes. Answer sheets are required.

Grades: 9-12, college and adults

Time: 30 minutes

Price: Re-usable test booklets $4.70/35

Carbon Answer Sheets $.08 each (no key necessary)

Examiners manuals $.40 each

Class Records $.05 each

Profiles $.05 each

READING FOR UNDERSTANDING

A series of reading comprehension exercises designed to help students to think critically about what they read. Many students read words, sentences, stories, but have not yet learned to recognize the inferences and logical implications to be drawn from the material. Only through concentrated practice can students improve their ability to get meaning from their reading. READING FOR UNDERSTANDING can be used in conjunction with other curriculum materials in the language arts program or for concentrated practice in reading development programs.

Lessons cover 100 graduated levels of reading difficulty. At each progressive level the student must make more intricate analyses and judgments. Graduations are determined by ability to understand what is read rather than by grade level; thus materials have a wide school use. Testing in the elementary grades has indicated that fifth grade pupils may profit from practice at levels 1-30; while college remedial classes find the materials at each of the 100 levels useful for quick and intensive review.

Replacement cards available, $2.55 per set of 40.

Range: 3-12 and college remedial classes

Materials needed:

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A box of 400 cards. Price, $30.00 (4 cards for each of the 100 difficulty levels. Each card contains a short reading selection followed by exercise questions which determine how much each pupil understands of what he has read)

Student Record Book. Price, $.30 each (each student needs a copy to keep a record of his progress. Teacher needs a copy)

Teacher's Handbook. Price, $.70 each (provides outlined procedures for putting the program into action and background information and data from experimental and research studies.)

Placement Tests. Price, $1.55/40

ROW-PETERSON READING ACHIEVEMENT TESTS—ALICE AND JERRY SERIES

These tests are based on material contained in the ALICE AND JERRY textbooks, and are used to measure the pupil's achievement at the termination of the course in which the books are used.

Preprimer Tests: is used in connection with the preprimers *Skip Along, Under the Sky, Open the Door,* and *New High on a Hill.*
Price: $1.25 per 25
Basic Primer: is used with *New Day In and Day Out.*
Price: $1.25 per 25
First Reader Achievement Tests: is used with *New Round About.*
Price: $1.25 per 25
Second Reader Achievement Tests: is used with *New Friendly Village.*
Price: $1.25 per 25
Third Reader Achievement Tests: is used with *New If I Were Going.*
Price: $1.25 per 25

SANGREN-WOODY READING TEST, FORMS A or B

A measure of seven aspects of silent reading ability that are generally accepted as important components of silent reading instruction.
Grades: 4-8
Time: 27 minutes
Price: $3.80 per 35

SCHRAMMEL-GRAY HIGH SCHOOL AND COLLEGE READING TESTS, FORMS A or B

The three scores of this test help the teacher analyze each student's reading ability. The *gross-comprehension* score consists of the total items answered correctly on the paragraphs read. The *rate score* is a measure of the number of words read per minute for the testing period. The *compre-*

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hension-efficiency score is a ratio between the other two scores and is indicative of efficiency in reading based on the quantity read.

Grades: 7-12 and college
Time: 25 minutes
Price: $4.25 per 35

SRA READING LABORATORY IIa

For those who already have the Lab itself we are now stocking the booklets and teachers' handbooks. For use in average 4th grades, but can also be used advantageously in advanced 3rd grades, or slower 5th grades. Twelve reading difficulty levels from 2.0 to 7.0.

Prices: Student Record Booklets, $.40 each
Teachers' Handbooks, $1.05 each

SRA READING RECORD

Measures ten reading skills: rate, general comprehension, paragraph meaning, directory reading, map-table-graph reading, advertisement reading, index usage, technical vocabulary, sentence meaning, and general vocabulary. Total score gives an over-all reading comprehension score. Enables teachers to answer such questions as "Is this student reading up to par for his grade?" "If he is below par, where do his weaknesses lie?" Rate score and total score can be used to classify students as superior, average, or inferior readers. The profile of specific reading skills can be used to plan reading training and to stimulate students' interest in improving these skills. The booklets do not have an answer pad attached—they must be ordered separately.

Grades: 8-13
Time: 40 minutes
Prices: Reusable test booklets, $.60 each
Self-scoring carbon answer pads, $2.45 per 20
Profile sheets, $.75 per 20
Manuals, $.30 each

STANFORD ACHIEVEMENT READING TESTS

Lifted from the Achievement Battery, these tests cover comprehension and vocabulary, or word meaning.

Elementary, Forms J, K, or L
Grades: 3-4
Time: 35 minutes
Price: $2.55 per 35

Intermediate, Forms J or K
Grades: 5-6
Time: 40 minutes
Price: $2.55 per 35

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Advanced, Forms J or K
Grades: 7-9
Time: 40 minutes
Price: $2.55 per 35

SCIENCE

ANDERSON CHEMISTRY TEST, FORMS AM or BM

A measure of the extent to which students have achieved the important objectives of a high school course in chemistry. Contains 80 test items, selected on the basis of curricular validity and satisfaction of statistical requirements. Topics included are: chemical changes; solutions, elements, compounds; symbols, equations, problems; atomic structure; ionization; organic chemistry; applications.

The test is divided into the following parts: understanding of facts and concepts; understanding and application of functional principles; understanding and application of the elements of the scientific method and the ability to use the basic skills in chemistry. Answer sheets are required. May be hand or machine-scored with stencil that comes in package.

Grades: End of 1st year course
Time: 40 minutes
Price: $4.45 per 35
Answer sheets, $1.50 per 35

COOPERATIVE BIOLOGY TEST, FORM Y

This test samples the material generally covered in biology courses at high school level. The test is divided into two parts. Part I consists of single answer multiple choice questions; Part II contains reading passages and diagrams followed by questions. Emphasis is placed upon the understanding of the basic principles and the ability to use these principles to interpret materials not generally encountered in text books. Separate answer sheets may be used and may be either hand or machine-scored by using the machine stencil. Thus the booklets become reusable.

Grades: High school
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Machine stencil, $.35

COOPERATIVE CHEMISTRY TEST, FORM Z

This two-part test is based upon material taught in a typical high school chemistry course and is therefore well suited to use as a measure of end-of-course achievement. Part I, which includes two-thirds of the questions, tests the student's knowledge of basic chemistry; fundamental concepts and terms, reactions, properties and preparations, atomic structure, and chem-

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istry related to daily living. Part II is concerned with laboratory procedures and the interpretation of reading passages, graphs and tables. Emphasizes the student's ability to apply his knowledge of chemistry and to interpret scientific information. Separate answer sheets may be used and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $.35

COOPERATIVE GENERAL SCIENCE TEST, FORMS Y or Z

This test consists entirely of short questions of the best-answer type. Some diagrams are included. Emphasis is placed primarily upon understanding of the reasons behind familiar scientific phenomena and processes, rather than upon mere memory of facts and definitions. The test, which samples the material commonly taught in general science courses, covers a sufficiently wide area to make it suitable for groups of varying backgrounds. Particularly useful as a measure of end-of-course achievement. Separate answer sheet may be used, and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $.35

COOPERATIVE PHYSICS TEST, FORM Z

This test, which covers the material taught in standard high school physics courses, is primarily suited to the measurement of end-of-course achievement. Items dealing with mechanics, heat, light, sound, and electricity are distributed throughout the test in proportion to the emphasis most generally placed upon them. Separate answer sheets may be used, and may be either hand or machine-scored.

Grades: High school
Time: 40 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $.35

COOPERATIVE SCIENCE TEST FOR GRADES 7, 8 and 9, FORM Y

This test is divided into three separately timed parts. Part I, Informational Background (40 minutes) and Part II, Terms and Concepts (15 minutes) consist of multiple choice questions. Part III, Comprehension and

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Interpretation (25 minutes) is made up of scientific reading selections, each followed by a number of questions which test the student's ability to understand, interpret, and apply what he has read.

The items call for a knowledge of the principles governing the functioning of common mechanical and electrical devices, such as the doorbell and the fuse, and such natural phenomena of the physical world as the weather, the seasons, and plant reproduction. Separate answer sheets may be used, and may be either hand or machine-scored.

Grades: 9th grade, and superior 7th and 8th grade students
Time: 80 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils, $.35

DUNNING PHYSICS TEST, FORM AM

A measure of knowledge of basic facts, principles, and laws, as well as an understanding of physics. The fields covered include mechanics, heat, sound, light, electricity, and modern physics. Answer sheets are required. May be hand or machine-scored.

Grades: End of 1st year course in physics
Time: 45 minutes
Price: $4.45 per 35
Answer sheets, $1.50 per 35

ENGLE PSYCHOLOGY TEST, FORM AM

An end-of-course test in general psychology at the high school level, based on a nation-wide survey of high school courses and textbooks. The test consists of 80 questions, covering biological foundations, statistics, intelligence, personality and inter-personal relationships, learning, mental hygiene, vocational and social problems.

Grades: End of High school psychology course or beginning of introductory college psychology
Time: 40 minutes
Prices: Test booklets, $4.45/35
Answer sheets, $1.50/35 (required)

NELSON BIOLOGY TEST, FORM AM

Measures knowledge and understanding of biological facts, concepts, and principles; ability to recognize cause-effect relationships; and ability to apply what has been learned in the appraisal of a life situation. Based on criteria presented in the 31st and 46th Yearbooks of the National Society for the Study of Education as well as leading courses of study and teacher guides for the most widely used textbooks. Answer sheets are required. May be hand or machine-scored.

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Grades: End of a typical high school biology course
Time: 40 minutes
Price: $4.45 per 35
Answer sheets, $1.50 per 35

READ GENERAL SCIENCE TEST, FORM AM or BM

A measure of knowledge and understanding of the basic facts and principles of the physical and biological sciences, and their applications in problem-solving situations. The test comprises 75 test items. Topics covered are: air, water, heat, light, sound, work and machines, magnetism and electricity; bacteria, the human body, nutrition, disease and health, conservation, plant life; chemistry of familiar articles; weather and climate, communication, transportation, geology, astronomy, space; scientific method. Answer sheets are required. May be hand or machine-scored.

Grades: End of high school general science course
Time: 40 minutes
Price: $4.45 per 35
Answer sheets, $1.50 per 35

STANFORD ACHIEVEMENT SCIENCE, FORM JM

Content is selected from the Science tests of the Intermediate and Advanced complete batteries.

Grades: 5-9
Prices: $3.10 per 35 test booklets
Answer sheets, $1.35 per 35 (required)
Stencils, $.30 each

SOCIAL STUDIES

CALIFORNIA TESTS IN SOCIAL AND RELATED SCIENCES, FORM AA

This test is geared to present-day curricula in History, Geography, and the Sciences. The Norms available are: On the Elementary level;; grade placement and percentile norms. On the Advanced level; Percentile norms are provided. The norms for Parts I and II are based on students completing a high school course in U.S. History. For Part III two sets of norms are provided. The first set is based on students completing 9th grade General Science, while the other norms are for Test 6, Biological Sciences only, and based on students completing a tenth grade course in Biology.

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ELEMENTARY TEST

Part I. Social Studies I
1. The American Heritage 40 minutes
2. People of Other Lands 20 minutes

Part II. Social Studies II
3. Geography 38 minutes
4. Basic Social Processes 22 minutes

Part III. Related Sciences
5. Health & Safety 27 minutes
6. Elementary Science 23 minutes

TOTAL TIME 170 minutes

ADVANCED TEST

Part I. American History to 1876
1. Creating a New Nation 25 minutes
2. Nat., Sect. & Conflict 20 minutes

Part II. American History Since 1876
3. Emergence of Modern America. 20 minutes
4. U. S. in Transition 25 minutes

Part III. Related Sciences
5. Physical Science 40 minutes
6. Biological Science 40 minutes

TOTAL TIME 170 minutes

ELEMENTARY LEVEL

Grades: 4-8

Time: Part I—60 minutes (both tests)
Part II—60 minutes (both tests)
Part III—50 minutes (both tests)

Price: Test Booklets, $3.40 per 35 (Specify Part and Level)
IBM Answer Sheets, $.06 each (Specify Part and Level)
Scoreze, $.11 each (Specify Part and Level)
Manuals, $.30 each (Specify Level)
Keys for Test Booklets, $.10 each (Specify Part and Level)
Hand Stencils to Score IBM's, $.25 each (Specify Part and Level)
Machine Stencils to score IBM's Part I, $.50 each
Machine Stencils to score IBM's Part II, $.50 each
Machine Stencils to Score IBM's Part III, $.25 each
Class Records, $.10 each (Specify Part and Level)

ADVANCED LEVEL

Grades: 9-12

Time: Part I—45 minutes
Part II—45 minutes
Part III—80 minutes

Prices: Test Booklets—Same as Elementary
IBM Answer Sheets—Same as Elementary
Scoreze—Same as Elementary
Manuals—Same as Elementary
Keys for Test Booklets—Same as Elementary
Hand Stencils for IBM's—Same as Elementary
Machine Stencils to Score IBM's Part I, $.25 each
Machine Stencils to Score IBM's Part II, $.25 each
Machine Stencils to Score IBM's Part III, $.85 each
Class Records—Same as Elementary

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COOPERATIVE AMERICAN GOVERNMENT TEST, Form X

An 85-item test using discrete items to measure factual knowledge and critical judgment in material generally covered in American government courses. Scaled scores & percentile rank tables available.

Grades: Senior high school students
Time: 40 minutes
Price: $3.75 per 25 test booklets
Optional Answer Sheets, $1.25 per 25
Stencils, $ .35 each

COOPERATIVE SOCIAL STUDIES TEST FOR GRADES 7, 8, and 9, FORM X

This test provides three part-scores: I, Informational Background; II, Terms and Concepts; III, Comprehension and interpretation. Concepts from American and world history, geography, and civics are covered. Part III is based on typical maps, charts, and reading materials. Scores are useful when entering high school to show new teachers their standing. Separate answer sheets are optional, but when used the test booklet becomes reusable.

Grades: 9th and superior 7th and 8th grade students
Time: 80 minutes
Price: $3.75 per 25
Answer sheets, $1.25 per 25
Stencils for separate answer sheets, $ .35 each

DIMOND-PFLIEGER PROBLEMS OF DEMOCRACY TEST, FORM AM

A measure of the extent to which students have achieved the important objectives of a course in problems of democracy. 80 items are arranged in three sections covering four major content areas particularly stressed in the typical high scool course: government, economics, sociology and international affairs.

Grades: End-of course
Time: 40 minutes
Prices: Test booklets, $3.85/35
Answer sheets, $1.50/35 (required)

PELTIER-DUROST CIVICS AND CITIZENSHIP TEST

A measure of the extent of student knowledge in civics and citizenship, and student attitudes and beliefs in this area. The achievement section, composed of 50 multiple-choice items and 27 matching items, measures knowledge of Federal, State, and Local government officials, proceedings, functions, and principles. The attitude section assesses important feelings and beliefs in the citizenship area. Answers may be recorded on the detachable answer sheet in test booklet or on separate answer sheet. Percentile norms come with the test.

See page 8 for ordering procedure

Grades: End of civics and citizenship course, or beginning of course in problems in democracy
Time: 55 minutes
Price: Test booklets, $4.05 per 35
Answer Sheets, $1.50 per 35

STANFORD ACHIEVEMENT SOCIAL STUDIES, FORM JM

Content is selected from the Social Studies section of the Intermediate and Advanced complete batteries.

Grades: 5-9
Prices: $3.75 per 35
Answer sheets, $1.35 per 35 (required)
Stencils, $ .30 each

STUDY SKILLS

SPITZER STUDY SKILLS TEST

A measure of mastery of the basic skills required for effective study. The test measures five important work-study skills through the following subtests: Using the Dictionary; Using the Index; Knowledge of Sources of Information; Understanding Graphs, Maps, and Tables; and Organization of Facts in Note Taking. Results of each subtest are sufficiently reliable to be useful for diagnostic purposes. Answer sheets are required for each pupil tested. May be hand or machine-scored.

Grades: 9-13
Time: Tests 1-4, two class periods
Test 5, 35 minutes
Prices: $5.55 per 35
Answer Sheets, $1.80 per 35

SPELLING

BUCKINGHAM EXTENSION OF THE AYERS SPELLING SCALE

A scale from which to select words for testing purposes. In pamphlet form to be placed in the hands of each pupil for a study of the words.

Grades: 2-9
Price: $.50 each

MORRISON-McCALL SPELLING SCALE

A booklet containing eight spelling lists of fifty words each, ranging from easy to difficult. The same list may be used in all grades.

Grades: 2-8
Price: $.30 per copy

See page 8 for ordering procedure

NATIONAL ACHIEVEMENT TEST IN SPELLING, FORMS A or B

A list of words that should be familiar to the different grade levels. Tests are on four levels and should be ordered that way.

Grades: **3-4**
5-8
7-9
10-12
Price: $2.15 per 25

VOCABULARY

COOPERATIVE VOCABULARY TEST, FORM Z

A 210-word vocabulary test from a careful sampling of the words in Thorndike's *Teachers Word Book*. The test is arranged in seven equivalent scales of thirty items each. Scores depend on the range of words known rather than on speed of recognition, and a score is meaningful even if only some of the scales are attempted. This arrangement increases the test's flexibility permitting wide variation in timing from the suggested 30 minutes.

Grades: 7-12 and college freshmen
Time: 30 minutes suggested
Price: $3.75 per 25

DUROST-CENTER WORD MASTERY TEST—FORM AM

A test designed to provide a measure of general vocabulary level based upon carefully selected, functional vocabulary list, and to measure the extent to which the student is able to learn the meanings of unknown words by seeing them in typical context situations. The test is in two parts. Part I is a multiple-choice vocabulary test; Part II presents the same words used in meaningful sentences. A comparison of a student's scores on the two parts provides a measure of his ability to learn meanings from context. Percentile norms by grade. Separate answer sheets are required for each pupil, and are scored with the key that comes in the package.

Grades: 9-12
Time: 25 minutes, first testing period
35 minutes, second testing period
Price: $4.45 per 35
Answer sheets, $1.80 per 35

INGLIS TESTS OF ENGLISH VOCABULARY

These tests are designed to measure the pupil's knowledge of those words that belong neither to the everyday vocabulary or commonest words nor to the special or technical vocabularies, but to the vocabulary of the intelligent reader. Consequently the purpose is primarily to test the reading vocabulary rather than the active vocabulary.

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Lower Level, Forms X or Y
Grades: 6-10
Price: $3.00 per 30
Upper Level, Forms A or B
Grades: 9 thru college
Price: $3.00 per 30

MICHIGAN VOCABULARY PROFILE TEST, FORMS AM or BM

The eight subtests cover human relations, commerce, government, physical sciences, biological sciences, mathematics, fine arts, and sports. The profile of knowledge in the various areas which the test affords is important for guidance and counseling purposes, offering the necessary complement to measures of interest in the various areas. Can be scored in the booklet, or separate answer sheets may be purchased and the booklets reused. Separate answer sheets are required only for machine-scoring. They can be hand-scored with the key that comes in the package.

Grades: High School, College and Adults
Time: 50 minutes
Price: Test booklets, $4.45 per 35
Answer sheets, $1.80 per 35

READING VOCABULARY FOR PRIMARY GRADES (Gates)

This is a book for teachers—it gives a list of 1811 words which have been selected as highly suitable for use in all forms of reading materials in grades 1, 2, and 3. The words are arranged in two forms: first in an alphabetical list of the 1811 words followed by a rating of 1, 2, 3, or 4. This rating indicates whether the word falls within the first, second, third or fourth 500 on the basis of importance as determined by application of the criteria mentioned in the introduction of the booklet. Following this list of words appears an alphabetical list of all the words in the first 500, a second list of words in the second 500, a third list of the words in the third 500, and a fourth list containing the 311 words falling within the fourth 500.

Grades: For use in 1, 2, and 3
Price: $.50 per copy

AIDS TO SCHOOL ADMINISTRATORS

AGE AND I.Q. CALCULATOR

Counseling and guidance personnel, teachers, and administrators can compute intelligence quotients both quickly and accurately with these valuable, time-saving aids. The I.Q. Calculator consists of twelve tables—one for each year from ages five to sixteen inclusive.

The Age Calculator is a chart for converting chronological ages into

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the total number of months. These aids are easy to read and do not involve the manipulation of any gadgets.

Ages: 5-16

Price: $2.50 per set

ALMY-SORENSON RATING SCALES FOR TEACHERS

Provides for the rating of 20 characteristics most important for teaching success: resourcefulness, enthusiasm, leadership, cooperation, trustworthiness, honesty, fairness, sympathy, tact, patience, courteousness, love of children, progressiveness, poise, kindness, originality, good humor, helpfulness, promptness, and foresight. Scale is easy to use. Supervisors, principals, city superintendents, presidents of teachers' colleges, professors of education, and teachers' college teachers assisted in the preparation of this scale.

Price: $2.85 per 35

CUMULATIVE RECORD FOLDERS

This letter size folder enables you to concentrate in one place all the pertinent information about a pupil. Space for information about a pupil from kindergarten through high school.

Price: $.15 each

JENSEN I.Q. DIAL

This I.Q. dial is a very simple and economical device for determining a pupil's intelligence quotient. The dial is accurate within one point on the I.Q. which is more than sufficient considering the limits within which mental ages can be determined from a group intelligence test.

Price: $1.00 each

PENCILS, Electrographic

For marking separate answer sheets that are to be machine scored. These have the appearance of ordinary lead pencils—are not mechanical and require no refilling.

Price: $.08 each $2.50 per 3 dozen

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